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RECOLLECTIONS
OF A
NEW ENGLAND EDUCATOR

MOWRY

SILVER, BURDETT & COMPANY



LELAND STANFORD JUNIOR UNIVERSITY



SCHOOL OF
LIB





From a photograph by Marceau

William A. Murray

In His Eightieth Year

RECOLLECTIONS
OF A
NEW ENGLAND EDUCATOR

1828-1908

*Reminiscences--Biographical, Pedagogical,
Historical*

BY
WILLIAM A. MOWRY



SILVER, BURDETT AND COMPANY
NEW YORK BOSTON CHICAGO



From a photograph by Harwood

William A. Henry

1840-1900

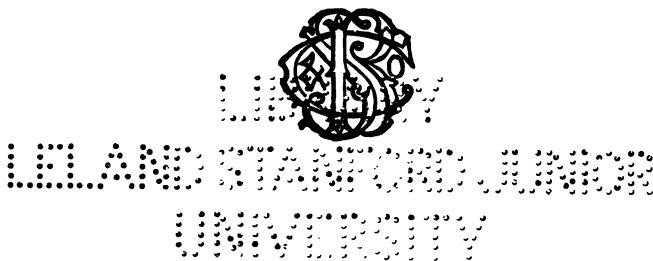
RECOLLECTIONS
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Wm. A. Mowry

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YBARELL
ROBIL. CROBATE MALE
YTBACVIM

FOREWORD

THIS book is not an autobiography. Its aim is to be pedagogical and historical. Its design is to show the educational conditions in this country fifty, sixty, and seventy years ago, and to compare them with conditions existing at the present time. The author does not propose a complete view of the subject, and, therefore, has not written from a theoretical standpoint, but from the facts and observations of a single life he has sought to draw inferences and to show the advance which has been made all along the line.

History is valuable only for the inferences we may draw from it. That history, only, is worth reading which helps to give us an insight into the progress and development of the human race. So in biography, the facts of one's life are valueless except for the inferences we may draw from them. I have not cared to give to the public my autobiography, but a long life of nearly four-score years has furnished sufficient material to build a scaffold upon which may be displayed to a large extent the pedagogical methods of the past and the great changes which have been made in our schools and processes of education. My entire life has been devoted to educational affairs. In this book I have tried to set forth a plain and simple narrative of educational methods and conditions, from the time of my entrance into the district school at the age of four years, with constant comparisons between those days and the present.

The narrative covers all grades of elementary education, secondary education, and the higher education. It endeavors to show the tremendous growth and improvement throughout the entire curriculum. It must, however, be

acknowledged that not all changes have been improvements, and that we have not yet by any means reached perfection.

This great country of ours is at the present time confronted with a very difficult problem. It has come to pass that America is the asylum for the poor and the oppressed from all nations. Nearly one-quarter of the population of the United States today are either foreign born or the children of foreigners. These people have come from all nations in all quarters of the globe, holding differing views of law and government, of morals and social life, speaking different languages, and familiar chiefly with despotic and arbitrary governments. With these diverse notions coming into our great republic, liberty is in danger of degenerating into license. The public schools and our constantly broadening system of education are almost our only hope of making homogeneous this diverse population. For our future welfare, therefore, everything depends upon the proper progress and development of our school system.

We are to be congratulated upon the fact that, at the present time, the greatest progress the world ever saw in educational matters is taking place in our country. It has been the wish of the author to set forth in a concrete way some improvements in our curriculum, in methods of instruction and in discipline. We have an earnest body of teachers in the schools of this country, quite equal in character and intelligence to any other department or profession. If they shall find this book of service to them in their severe and often arduous duties, if it shall encourage them to seek improved methods of instruction, or lead them to a greater personal interest in their pupils, if it shall in any way aid them in building sound character, the writer will be amply paid for his labor.

HYDE PARK, MASSACHUSETTS,
August 13, 1908.

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RECOLLECTIONS OF A NEW ENGLAND EDUCATOR

CHAPTER I

BOYHOOD

THERE is no better place to bring up a boy than on a farm, especially if that farm is located in the midst of an intelligent community with a good rural school. And where is there a better place to be born than among the descendants of the first settlers of the Old Bay State? How plainly in my mind's eye, I can see now the home of my boyhood:—the old house built in 1778 by my great grandfather, and the woodhouse, carriage house and carpenter's shop, all three under one roof, the corn crib perched on the tall stone posts, the barn, the cider mill, the tannery, and the broad, beautiful landscape with its farm houses, villages, woodlands—a great variety extending many miles to the eastward. All the people living in that school district were of the old New England stock, each and every family dating back to the early settlers of the first half of the seventeenth century.

Rural life in such a district was very simple, honest and irreproachable. There were no crimes or criminals. Doors **Life on the** were seldom if ever bolted. Barns and corn **Farm** cribs knew no padlocks. No lawyers were needed, as there were no cases in court, either civil or criminal.

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Little differences which might arise among the neighbors were usually "left out to referees." There was no poverty in such a neighborhood. Life was simple, primitive and honest. The houses had bare floors, and the furniture was plain, but durable. Putty and varnish were not needed to hide the sins of the honest carpenter or cabinet-maker.

The food was all plain but wholesome. The morning meal was commonly potatoes and fried salt pork, with the **Plain but** universal Yankee Johnny-cake, brown bread, **Wholesome** sometimes white bread or biscuit, with "coffee" **Food** made from toasted brown bread crusts or parched rye or barley, ground in the coffee mill, and sweetened with molasses. Some of the well-to-do families used "coffee sugar," otherwise called "C sugar," to sweeten their coffee. No white sugar, crushed or granulated, was known. Those who could afford it had occasionally a little loaf sugar to be used when "company" came. The dinner on Sunday was usually the well-known New England *boiled dinner*, which consisted of boiled salt beef and salt pork, potatoes, cabbage, turnips, carrots, beets, and perhaps other vegetables, including in the springtime a dish of "greens," which might be either dandelions, cowslips or spinach. The second course or dessert might be a boiled apple dumpling, sometimes called "apple-slump," or some sort of pie, according to the season of the year—apple, mince, squash, pumpkin, or custard. For the evening meal there were griddle cakes, otherwise known as "flapjacks," biscuit and doughnuts or rye and Indian pancakes, i. e. pancakes made of Indian meal, and rye meal, and fried in hot fat.

In matters of dress the same simplicity and economy were manifest. Calico dresses for the women and homespun for the

men, and home-woven woolen cloth from the wool of each farmer's own flock of sheep was the rule. The farm produced nearly everything needed for the support of the family. The barrel of pork and generally the barrel of beef were salted in the fall for the winter's use. Every autumn the potato bin was filled and the barrels of apples placed in the cellar below the frost. Beets, carrots, turnips and cabbages were all stored in the cellar. Codfish, spices, salt, a little tea, saleratus, "cream-of-tartar," molasses and brown sugar were bought at the country store. These necessary articles were paid for with eggs, potatoes, corn, rye, oats, or barley, and sometimes in the summer by whortleberries, and in the autumn by chestnuts and walnuts. These chestnuts and walnuts remind me that the woods, the meadows, and the pastures were teeming with curious and rare but useful barks and roots, leaves and flowers, widely used for medicines, for dyestuffs and for various other purposes.

It may be true that some minerals are of real utility in medicine, but it is certainly incontrovertible that nearly every ill that flesh is heir to has a remedy close at hand in the vegetable kingdom. Nature has been wonderfully lavish in her curative products in New England. There are almost innumerable roots and herbs, leaves and barks, growing wild upon the hillsides and in the valleys, whose value in the healing art was known to our fathers. The sturdy yeomen of the Old Bay State a century ago were well versed in a homely sort of medical lore. I give below a list of more than fifty different kinds of vegetable products, which I personally remember to have been used and recommended for use as remedial agents, decoctions, drinks, tonics, "teas," dyestuffs, etc. There were

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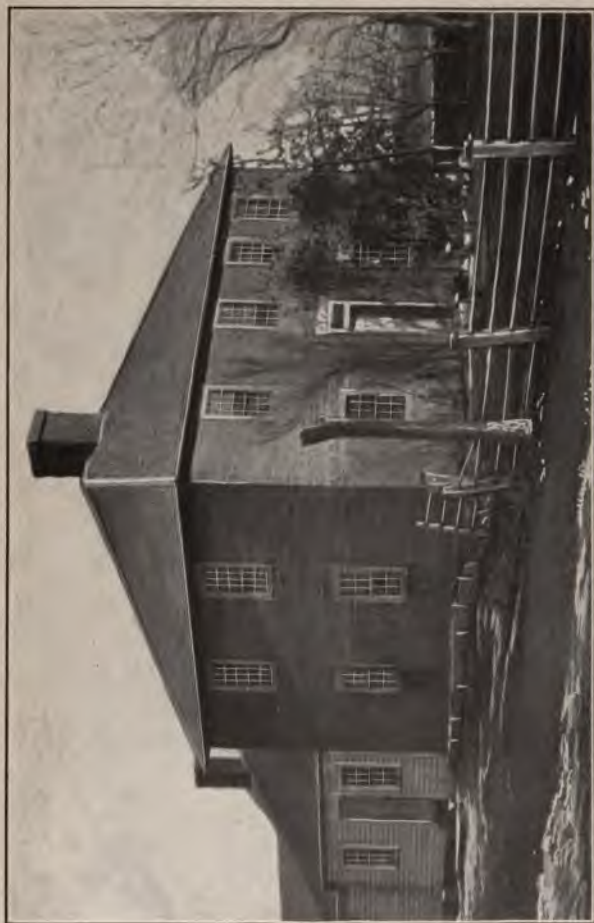
wood lettuce leaves, and balm o' Gilead, and Solomon's seal, and bloodroot, and mullein, and witch-hazel, and barberry, and elder blossoms, and bayberry-berries, and plantain, and lovage, and saffron, and poppy leaves.

Then for spring medicines were sarsaparilla and checkerberry, wild cherry bark and wild cherries in rum, sassafras and sweet flag root, dandelions, cowslips and chicory. There were motherwort and feverwort, thoroughwort and wormwood, tansy and yellow dock, rue and St. Johnswort, St. Peterswort and hardhack. The poisons, lobelia, hellebore, and March turnip were common everywhere. What flavors and seasonings and teas were found in catnip and sage, summer savory and pennyroyal, peppermint and spearmint, black birch and wild celandine, caraway seed, and rose leaves, and raspberry leaves! Then for dyestuffs the grandmothers used hemlock bark, elderberries, wild pigeon berries, wild indigo, sumach bobs and butternut bark.

Almost anyone familiar with the farm life of seventy years ago can add others to this list, and doubtless there are those who could double this number of specifics, produced by nature in an interior town of the Old Bay State. But here are the names of more than fifty plants, roots, barks, leaves and berries from the old farm which have remained in my memory for the sixty-five years that have passed since I left the farm.

These reminiscences may serve to show in some measure the advantages of country life for a boy, as things were fifty or seventy-five years ago. But there remains to be told the activities of that same boy in his farm life.

If there is any truth in the adage so often quoted in recent years that "We learn to do by doing," surely the farm is



THE JONATHAN MOWRY HOUSE, BUILT IN 1821
The Birthplace of the Author

the place where the boy, more than anywhere else, learns to do many things—more different things than he can learn anywhere else. Beginning very early, when he is told to “mind the baby,” as the years pass by he learns to leave his play and do numberless chores about the house and on the farm. He brings in wood from the wood-pile for the kitchen stove, he saws and splits it, prepares kindling, feeds the pigs, plants corn and potatoes, sows grain, weeds the garden, picks apples, makes cider, drives the cows to pasture in the morning and brings them up at night, leads the horse to water, harnesses the horse, drives to the gristmill and gets the corn and rye ground, all perhaps before he enters his teens. He milks the cows, drives oxen, mows grass, spreads hay, rakes hay, lays the load, and mows it away in the barn, drives the team to plow, or rides the horse to plow between the rows of corn, then learns to hold the plow, remembering Franklin’s apt couplet:

“He that by the plow would thrive,
Himself must either hold or drive.”

In the fall he cuts stalks, gathers in the corn, digs potatoes, husks corn in the autumn evenings, and when the harvest moon, night after night, makes it “as light as day,” he attends the husking party and looks for the red ears, and at the close of the evening’s work feasts on potatoes roasted in the ashes of the fireplace and made delicious with salt and rich cream. Then he sleeps soundly till the early morning.

If he has a loving and lovable mother, he will sometimes help her in the kitchen by wiping the dishes. Occasionally he will be up early in the cold winter mornings and build the kitchen fire before either father or mother appears.

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As he progresses in his teens he learns to "break" a colt, or a yoke of steers, does some trading on his own account, **His Greatest Lesson** earns money, learns economy, *saves money*, and invests it. But the greatest lesson that he has learned by the time that he is out of his teens is to rely upon himself, to have confidence in his own reasoning powers.

One of the truest and most important directions that President Francis Wayland ever gave to the young men of Brown University was this: "Young gentlemen, learn to rely upon the decisions of your own intellect." Paul in his epistle to the Romans tells every man "not to think of himself more highly than he ought to think; but so to think as to think soberly." In plain English, doubtless, this means on the one hand not to be egotistical and self-important, but, on the other hand, to acquire good judgment as to his powers, so as to give himself wise confidence in his own abilities.

For a boy from infancy till he ceases to be a minor and attains his majority, surely there is no place where he will **The Farm the Best Place** gain so much, learn so much, do so much, acquire so much, expand his intellect so largely, and, over and above all, come to measure his powers so wisely and accurately, and hence acquire so high and sensible an ambition for his future life, as in the home of his parents on the farm.

CHAPTER II

THE RURAL DISTRICT SCHOOL

FARM life for a boy is sometimes criticised as being too monotonous. Something may, however, be said upon the other side. In reality, rural life, such as I have described, is not monotonous. It is more varied in many ways than life elsewhere. Farm life brings one into close touch with nature and offers rare facilities for the cultivation and exercise of perception, observation and reflection. It is only on the social side that the criticism has any validity. The farm itself furnishes the members of only one family as companions. But the district school to a large extent remedies this defect and gives the very best social stimulus to the children.

Here the boys receive their first lessons in true democracy. All the children of the neighborhood meet on a common level. To all are accorded the same **First Lesson in Democracy** rights, to all are assigned the same tasks, in all the same powers are developed, and all are subject to the same discipline. Each boy measures himself with his peers. If a boy thinks himself to be superior to others he soon rectifies that mistake. If he is over-modest and distrustful he soon learns his power and is forced to exercise it, till it becomes habitual, and he has corrected his judgment of himself. Again, here, in the district school, the rich and the poor sit on the benches side by side, play

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together in the yard at recess, and if the son of the rich man lords it over the Irish washerwoman's boy, that boy gives the offender a good thrashing at recess and teaches him his proper place.

I was sent to the old brick schoolhouse when I was four years old. Two or three others entered school at the same time. We sat on the low seat facing the open floor—the boys on one side and the girls on the other. We had nothing to do but to look on and thus cultivate our powers of observation. With all the classes of an ungraded school to teach, of course the teacher could give but a few minutes to the three A-B-C-darians, who had just entered the school. Twice a day we were called up and took our places at the teacher's knee. Here we received our first lessons in learning to read; and this reading lesson of five minutes in the forenoon and five minutes in the afternoon was all we had to do. The custom was then universal that the first and only thing the beginner had to do was to learn to read. Having taken our places in front of the schoolmistress, she would open the spelling book at the alphabet page and with her lead pencil point to the first letter in the alphabet. We would call its name if we could, and if not the teacher would tell us that that was A. Then the next letter, and so on. After a few lessons, the following would be the order:

Teacher (pointing to the first letter): "What is that?"

Scholars (in unison, with loud and stentorian voices):
"A—ah."

Teacher (pointing with pencil): "What is that?"

Scholars (a little louder than before): "B—ah."

Teacher: "What is that?"

Scholars: "C—ah."

Teacher: "What is that?"

Scholars: "Don't know."

Then the teacher would pronounce the name of the letter and the class would repeat it, and so on to the end of the alphabet. Day after day the same process was repeated, and the bright children would learn to pronounce the name of each letter without being told, until all could tell the names of all the small letters and capitals. This would take probably the entire summer term. With some children a whole year would pass before this task was successfully accomplished.

At length we graduated from the A-B-C class and were then promoted to the primer. At this point a great improvement had already been made. Formerly **Primer Class** the children had been kept on the "Horn Book," or in "Webster's Spelling Book." But in the year 1830 Oliver Angell, A.M., Preceptor of the First District School, Providence, had published his "Union, No. 1, or Child's First Book, being the First of a Series of Spelling and Reading Books, in Six Numbers."

The preface to this book has the following:

• "TO TEACHERS.

"It is respectfully suggested to teachers who may use this first book, that they should require the learner, after he has spelled and pronounced the syllable or words, to pronounce them a second time without spelling, as they stand in the columns. Let him take the reading lesson, and be kept upon that until he can read it with sufficient ease and facility. It is particularly requested of teachers, that they do not hurry children too rapidly from one lesson to another. There is more danger of going too fast than too slow. If children be required to spell and read their lessons correctly at first, and if their advancement to new lessons be

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made to depend on the correctness with which they have performed the last, a *habit* of correct reading and spelling will soon be secured, after which the teacher will have, comparatively, but little trouble.

"Let the spelling lessons *always* be attended to first. The success of this book in promoting correct reading, depends chiefly on following this direction: Teachers will not consider themselves as limited to the particular questions appended to the lessons, but they will vary and extend them at pleasure.

"If any of the questions or tables should be considered as too difficult for the child or class engaged, let others be substituted in their place.

"It is recommended to teachers to limit a single exercise in reading to a single lesson. If the class should be large enough to require it to be read over several times, it will be read so much the better. The lessons will be made short, expressly for this purpose.

"Employ encouragement rather than censure. It will always be found most efficacious."

The first page of this book following the alphabet has a picture at the top, representing a schoolroom, with plain **Child's** benches, and showing the master at his desk and **First Book** one scholar standing with the book in his left hand and a quill pen in his right hand. Below this are two lessons as follows:

LESSON I.

Spelling.	Reading.
is it so	is it so
if I do	if I do
he is up	he is up
so am I	so am I
as we do	as we do
do go in	do go in

LESSON II.

Spelling.				Reading.	
it	is	I		it	is I
do	it	so		do	it so
so	do	we		so	do we
ye	do	so		ye	do so
if	he	is		if	he is
go	by	me		go	by me

Similar lessons follow until the fortieth lesson has forty-five words for spelling, such as school, learn, after, story, musket, garden, Mary, lesson, supper, etc. Then follows the reading lesson with eight sentences, such as: "After dinner we will go to school and learn to read." "As soon as you can read a little better, you shall read a story."

The last lesson in the book is numbered fifty-seven and occupies seven pages. For spelling it has seventy-two words, including such as enraged, bitterness, clergyman, diligence, fisherman, instrument, prosperous, punishment. For the reading lesson is the story (two pages) of "James Killfly," the story of "Little William, or the Vain Boy" (two and a half pages) and "Pauses and Stops" explained and illustrated.

This primer, or "Child's First Book," has seventy-two pages, and I remember coming home from school on the Pierpont's last day of the term, after I had reached the age Introduction of five years and saying that I had finished the book, and so must have a spelling book, and a reading book, viz: "The Introduction to the National Reader," by John Pierpont. The preface to this book is dated just eighty years ago, "Boston, Nov. 1828," and the closing words of this preface are as follows:

"I have wished to make the book useful to children.

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To this end it must be interesting to children. If it is so, they will read it, both in school and out of school. By reading it, they will learn to read. Still more:—they will learn something of the works of God, and the deeds of good and brave men, and if, by learning what the good and wise have done before them, they become wise and good themselves, I shall have gained my end, and my very humble labor will be very amply rewarded."

The very copy of this book that I used in my boyhood days, just seventy years ago, is now lying on the desk before me. I need not say that I prize it highly. It has ninety-four selections in prose and eighty-eight in poetry, making one-hundred-and-eighty-two in all. Most of them are of a very high character, both from a literary and moral standpoint.

Let us now return for a few moments to a further discussion of the beginning of our new methods of learning **A-B-C** to read. The results of that **A-B-C** method were **Method** better than might reasonably have been expected, but both the method itself and the results were far inferior to what may be seen everywhere in our primary classes today. We then began by learning the *names* of the letters of the alphabet, and from that point, putting two letters together to make a word, and later words of more letters, till long words were reached.

By some one of the various ways, called the word method, the sentence method, the thought method and several **Modern** **Methods** netic systems, the learner today begins to recognize, at sight, words as signs of ideas. Then the alphabet takes care of itself. No time is lost in learning it. By these new methods the attention of the learner is turned toward the *thought*, as symbolized by the words. We believe that elementary reading is far better taught today

than formerly, and that much more rapid progress is made by our modern way of teaching the "five-year-olds" to master the printed page.

But another matter needs to be mentioned just here. Seventy years ago, and more, when I stood before that

An "summer school" teacher and admired her im-
Important maculate white apron, she taught us another
Lesson lesson, and in my judgment a very important one.

When we had recited, in that awkward way, the names of the letters and the spelling book was closed, the teacher asked some questions and received our answers, which to-day appear to me to have been good pedagogical teaching of large consequence to our future progress. Among these questions were the following:

"What is your name?"

"In what town do you live?"

"In what county do you live?"

"In what state do you live?"

"Who is the governor of the state?"

"Who is the president of the United States?"

Town, County, State! We knew but little, if anything, as to what these terms meant, but it was the first lesson in geography and paved the way for an intelligent interest in that study later. Governor and President! Unknown terms at that time, but containing, with the three preceding questions, the germ of knowledge of civil government, which came later. Whether Levi Lincoln or Honest John Davis was the governor, the knowledge of the fact was the beginning of our interest in the political history and government of the Old Bay State. And when to the next question, who is the president? we answered, "Andrew Jackson,"

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that formed the boundary line between the ancient and modern history of our country. We were soon asking ourselves the question, "Who was president before Andrew Jackson," and who before him and so we soon had the series of illustrious names well in hand:

George Washington,
John Adams,
Thomas Jefferson,
James Madison,
James Monroe,
John Quincy Adams,
Andrew Jackson.

Only six presidents before Andrew Jackson! Here, then, was the dividing line between the ancient and modern history of our country, and in subsequent years, we had a lively interest in observing that Martin Van Buren became the successor of Jackson, and then came the exciting campaign of 1840, when every boy was familiar with the watch-words:

"Tippecanoe and Tyler too."

"Log Cabin and hard cider."

"K.K.K.K.K., which interpreted meant 'Kinderhook, Kandidate, Kant, Kome it, Kwite.'"

From that point as the years passed every boy could easily follow president after president down to the present time, if he lived so long. Alas! how few of my schoolmates of that far-away time are now among the living!

But here was a good, strong foundation laid, in those first days in the old district school, for the study of geography, history, and government.

Later, we had other oral lessons in this same direction,

for example, "Name the towns in Worcester county," and we rattled them off alphabetically,

Ashburnham,
Athol,
Auburn,

Barre,
Berlin,
Bolton,

and so on till we came to

Uxbridge,
Warren,
Webster,
Westborough,

West Boylston
Westminster,
Winchendon,
Worcester,

fifty-five in all.

It proved of value to us later to know these names, but it was hardly pedagogical to commit them to memory in the alphabetical order.

From this illustration, it will readily be seen that the method of teaching in those ancient days was a singular mixture of the good and the bad, but what should be particularly observed is that during the very first year of school the small boy was taught the very first lessons in geography, history, and civil government.

Arithmetic is both a science and an art. Its teaching embodies practice in memory and in logic. Here are two departments which require widely different treatment. The memory must be practiced in:

1. Counting.
2. Adding and subtracting by twos, threes, fours, etc.
3. Learning thoroughly, that is, fixing in the memory positively the multiplication table, and other similar tables and calculations.

Then will follow the practice of performing examples and solving problems under the various divisions, such as

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fractions, decimals, percentage, square root, etc. I have a very clear remembrance of the great satisfaction I felt in solving hard problems.

I recall that at one time a wheelwright in his shop gave me the following: "I have a square bit of board, just six inches square, and I want to cut the corners off so as to make a regular 'eight square' of it. How far from each corner shall I 'set on' to cut off the corners?"

I have given this problem to my classes in school many times and the boys have found many original methods of demonstration. It was a difficult problem for a boy of my age, but the information in the latter part of the arithmetic gave all the necessary formulæ for the solution. We had taken enough algebra to perform the problem after the algebraic methods. I think I was eleven-and-a-half years old when I went through the arithmetic. I am sure we did more work in those days in this subject than is done ordinarily in the schools of New England today.

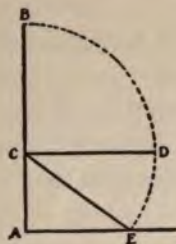
I well remember the winter after I had passed my twelfth birthday. Our teacher, who was very fond of arithmetic and was something of a boaster, was bragging about his skill in this branch and said he should like to have anyone give him a "sum" that he couldn't do.

I immediately answered, "I'll give you one, master."

"Well, what is it?"

I replied, "Suppose you have a liberty pole 80 feet high. Suppose it breaks off 30 feet from the ground, but is held, where it breaks, like a hinge, and the top swings over in a circle till it strikes the ground. How far will the top go before it strikes the ground?"

The problem may be shown by a diagram.



$$AB = 80 \text{ feet}$$

$$AC = 30 \text{ ''}$$

$$BC = 50 \text{ ''}$$

$$CE = 50 \text{ ''}$$

$$CD = 50 \text{ ''}$$

BDE

Query, BDE = ?

Of course, at the time, I did not realize what a problem I was giving the master. Suffice it to say, he never did it. Indeed, it could not be done by the rules of arithmetic. Its solution embodies the measuring of the arc ED, subtending the angle ECD or in fact the entire arc BDE. To do this requires elementary trigonometry.

There were a few principles or definitions which I received subsequent to the time here mentioned, which were found of much use in my teaching of arithmetic in after years. I will mention only a few of them. I should give the following definition in fractions:

1. A fraction is one or more of the equal parts of a unit. Or it may be stated in this way: a fraction is one or more **Some New Definitions** of the equal parts into which a unit may be divided.

2. The numerator shows the number of the parts.

3. The denominator shows the size of the parts.

4. A fraction may be multiplied in two ways: (1) by multiplying the number of the parts (i. e. the numerator) without changing the size of the parts (as shown by the denominator); (2) by dividing the denominator, thereby making the parts larger without changing their number.

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5. A fraction may be divided in two ways: (1) by dividing the number of the parts (i. e. the numerator) without changing the size of the parts (i. e. the denominator); (2) by multiplying the denominator, thereby making the parts smaller without changing their number.

We often hear business men object to the methods of teaching arithmetic in the schools, because the boys do not know these business men's particular methods—as, for example, the methods of computing interest. But is it not better that the boys should train the mind by various methods of performing the problems of arithmetic, so that they can at once grasp the problem presented to them by this or that kind of business? The study of arithmetic surely has a tendency to broaden the mind and give it the power of both analysis and generalization.

In those ancient days we had no so-called "Supplementary Readers." Today we have history readers, nature

study readers, geography readers, ethical
Value of
Early
Reading
Books readers, and readers of all sorts, supposed to
be supplementary to the regular reading books.

Again, it is now the custom to introduce
standard books of our best literature to be read in school,
in place of the reading books. This subject will be
mentioned again later on, in the discussion of public and
private schools.

But I certainly am not alone in the belief that the popular
school readers of half a century ago and more were in some
respects superior to the books in general use at the present
day. There were many good readers in the first half of the
last century. I have before me the "Eclectic Readers,"
by H. H. Edwards, published in 1833 (my copy is dated
1845); "The American First Class Book," by John Pierpont,

1823 (my copy, 25th edition, 1836); "The American School Reader," by John Goldsbury and William Russell, 1844, and "The American Elocutionist," 1844. Then there were the "Columbian Preceptor," Oliver Angell's readers, Lindley Murray's readers, and others of much importance. These were designed for the "First Class," or upper grade, in the grammar school course; and there were, perhaps, equally good books for the lower grades, such as Pierpont's "Introduction to the National Reader," and "The Young Reader."

Most of the "First Class" readers had introductory directions for reading, sometimes occupying nearly half of the book. These directions covered articulation, enunciation, pronunciation, vowels and consonants, accent, emphasis, inflection, tones and modulation, and in some books many other topics. One such book was Abner Alden's "Reader," published in 1804.

One of the best of those early readers was Pierpont's "American First Class Book." It had the choicest selections from such authors as Walter Scott, Jane Taylor, Shakespeare, Wordsworth, Campbell, Wilson, Coleridge, Byron, Addison, and from American writers, Edward Everett, J. G. Percival, Bryant, Irving, Webster, Franklin, William Wirt, and others.

The selections were chosen with good judgment, and were well adapted to interest and instruct the young readers. The ethical influence of the book was of the very best. Many persons of the present time doubt whether the books in common use in the schools today exercise anything like as strong an influence for good morals and high character, as did the books which were in general use half a century and more ago.

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Another contrast may be found in the general method of teaching the reading lessons. By the books in use from 1830 to 1860 and after, the directions mentioned **Method of** above for training the voice were enforced in the **Teaching** daily lessons. Now much less attention is paid **Reading** to these matters. The method today seems to be to read good literature, books by the best authors. Doubtless this improves the thought and the written forms of expression, but it lacks in the power of expressing that thought by the vocal organs. We have in these days "Schools of Expression," "Schools of Oratory," and similar institutions by other names, but where do we find the same excellence of teaching tone and pitch, force and emphasis, articulation and pronunciation, as was common in the best schools half a century and more ago?

Fifty years ago in the grammar and high school grades great attention was paid to the study of the formal grammar of our language. The methods of study were crude **Formal** and unpedagogical. After the study of the rules **English** and principles of etymology and syntax came the **Grammar** application of these principles in "parsing." This "parsing" was purely a study of the words and the relation of each word to the other words in that sentence. In this study of *words* the thought and its proper modes of expression were forgotten, utterly lost sight of. It was a formal study. It should have been a study of *thought* and its proper modes of expression.

A great change came over the schools half a century ago and more, when Prof. Samuel S. Greene, then a teacher **Greene's** in Boston, published his "Analysis of the **Analysis** English Language." Professor Greene was a native of Belchertown, Mass., and was born in the year

1810. He graduated with the valedictory, at Brown University, 1837. He taught all grades of schools, and made a careful study of general grammar, as given in the books of France and Germany,—especially the “Principles of General Grammar,” by A. J. Sylvestre De Sacy, of the French Royal Institute, which was translated into English and published here in 1834. Doubtless Professor Greene was greatly aided in his thought by this French writer and by a German author whose name I do not now recall, but his work was largely original and produced a great sensation, especially in New England. A large number of the best schools adopted this new method of teaching; the result was, that since that time the method of teaching English grammar has greatly changed everywhere.

By Greene’s system the “parsing” of the words gave way for the analysis of the thought. The sentence was divided **Analysis and** into its elements, or ideas. The complete sentence, rather than a single word, was regarded **Thought** as the unit. This *sentence* expresses the *thought*. **System** The *thought* determines the sentence. There may be five elements in a simple sentence. There must be two. The essential elements are:

1. The subject.
2. The predicate.

There may be three subordinate elements:

3. The object, or the objective element.
4. The adjective element, and
5. The adverbial element.

For example: Take the sentence “The tropical islands

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usually yield delicious spices." The subject is: *The tropical islands*; the predicate is *usually yields*; the object is *delicious spices*. *Islands* is the simple subject, *yields* the simple predicate, and *spices* the simple object. The subject *islands* is limited by two adjective elements, *the* and *tropical*. The predicate *yields* is limited by the adverbial element *usually*, and the object *spices* is limited by the adjective element *delicious*.

By this system the attention of the learner is wholly directed to the thought, and not primarily to the words. This book brought great credit to Professor Greene, who subsequently published the "Introduction to English Grammar" and "A Grammar of the English Language." These books followed the course of study laid down in "The Analysis."

The breaking away from the old style of teaching grammar, especially the "parsing," stimulated the thought, which soon turned in the direction of what was styled "Language Lessons," which omitted much of the technical grammar and introduced more of a general (and shall I say superficial?) practice of writing, with far less study of the fundamental principles underlying the construction of the English sentence. The effect of this latter change was detrimental to sound scholarship and to a good understanding of our beautiful language. Of late there has been a decided return toward the study of technical grammar.

Grammar tells us what is correct and what is incorrect in the use of language. It shows clearly the difference between the correct and false syntax. It enables one to give a reason, in any particular case, and it renders the language not only more correct, but purer and more stable.

Many changes have taken place in the curriculum of elementary schools during the last half-century. Many new studies have been introduced. Among them I would mention physiology and hygiene, nature study, drawing, light gymnastics, manual training. Advocates of this enlarged course sometimes claim that fully as great progress is now made in the studies of the old curriculum as was formerly made. This will be true when a pint measure will hold a quart!

Already the study of grammar has been largely curtailed, the work in arithmetic has been seriously shortened, penmanship has been greatly neglected, many claim that we have not as good spelling among the young people as formerly, and surely our grammar school reading is far from satisfactory. In the old times thoroughness was insisted upon. "What is worth doing at all is worth doing well," was a constantly repeated motto. On this point it is fair to say that young children can scarcely be expected to understand *thoroughly* their school studies. To do that requires maturity of judgment, and the power of correct reasoning, which scarcely exists in immature childhood. The adult should know a little about many things, and all about one thing or a few things. Young children can do but little more than to begin their knowledge of many things.

One other change needs here to be mentioned, which has greatly improved the opportunities of many country children, viz: the closing of the schoolhouses in many sparsely settled districts and the transportation of the children to larger and better schools. The superior grading of the schools of today has largely increased their power. Still further, the

Consolidation of District Schools

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direct supervision of schools, not only in the cities but throughout the rural districts, has immensely increased their usefulness. With all these considerations in mind we must assuredly agree that the modern district schools are far in advance of their predecessors.

CHAPTER III

TEACHING A RURAL SCHOOL

IN the spring, early summer and autumn of the year 1847 I attended school in the village of Slatersville, R. I. My teacher was Mr. Alexander Meggett, afterward a well-known and successful lawyer in Eau Claire, Wis. He was a "born teacher." He had the happy faculty of inspiring his pupils with a laudable ambition. One day in the fall term, at recess time, I was standing near the corner of the room, looking out of the window, when Mr. Meggett approached me and, calling me by name, said:

"Why don't you teach school?"

I said, "I hope to some day, but I don't know enough yet."

"Know enough! Know enough! You know more than I did when I began to teach."

The conversation continued, but I do not recollect any more of it. That was over sixty years ago. But those few words were remembered. "Why don't you teach school? You know more than I did when I began to teach." Soon after that I obtained leave of absence for a few days and, unknown to anyone, I began to look for a school. I traveled on foot through three towns, but a teacher had been engaged for every school. Finally, in the fourth town, I found one district where the teacher had not been engaged. The result was that I engaged to keep that school for twelve dollars a month and board.

But I must pass an examination by the school committee:

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How well I remember that day! The examining committee consisted of a Baptist clergyman, a physician, and a woolen manufacturer. The examination was at the minister's house. The "readin', writin', and 'rithmetic" seemed to be satisfactory. In "gog'afy" I was unable to satisfy the examiner, i.e. the minister. One question was, "Bound Massachusetts." I gave the boundary fully and correctly. Exception was taken and the matter was discussed. I called for an atlas, but there was none in the house. I offered to draw a map of the state. There was no paper or pencil. I asked for a piece of chalk, offering to draw a map on the floor, which was bare. No chalk in the house. I gave it up, and asked wherein I had failed. The minister explained that it was bounded in part on the east by New Hampshire. In fact, he included in the Old Bay State the southern half of Vermont! They gave me a certificate, however; in other words, they approbated me to teach school.

The certificate is now lying before me, and I here present a copy of it:

"B——, Nov. 23, 1847.

"The school committee of the town of B—— hereby certify that William A. Mowry of Slatersville is qualified to teach in the public schools in said town, and in district No. 16 according to the provisions of the act relating to public schools, to teach the coming winter.

_____	}	TOWN COMMITTEE."

The three names are signed, although only two of the committee were present at the examination.



WILLIAM A. MOWRY AT THE AGE OF SEVENTEEN
From a daguerreotype

On Monday morning, December 6, I presented myself at the "schoolhouse"—if it could be called such—and began work. The school was kept in a single room of a dwelling house. This room was entered from a passage-way in the rear of the house. The house was two stories in front and one story in the rear. In the basement, under the school-room, a deaf mute made boats. We had over fifty pupils in that close and low-studded room. Comment is unnecessary. But the master enjoyed the winter and he is sure that the boys and girls did.

During the spring and summer following, I sold books. The reputation of a book-agent in those days was quite different from the popular conception of such a person today. I had been told that a book had been recently published entitled "Lectures on India," by Caleb Wright. I did not know the name of the publisher, or where the book could be obtained. A notice of the work had appeared in one of the Boston newspapers. I had no doubt that I could find it, and for that purpose I went to Boston.

Leaving the train at the station on Park Square, I followed the crowd until it scattered on Washington Street. I walked down Washington Street to Cornhill, crossed the street, and back again on the opposite side. I saw no sign giving the name of the street, but from the accounts which I had heard, I came to the conclusion that this was Washington Street. I then traversed that ground over again, first on the west side, and then on the east, stopping at every newspaper office and bookstore and inquiring for the book, "Wright's Lectures on India." No one had ever heard of such a book. In this search I had spent the day. The next morning I continued my inquiries on Cornhill, which

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were without effect until I reached the bookstore of the "Massachusetts Sabbath School and Publishing Society." Here I made my stereotyped inquiry. No one had ever heard of such a book! By this time I had learned not to be satisfied with a straight negative. I expressed my surprise that the clerk did not know of this book recently published in Boston, and asked if there might not be someone there who would know about it. "You might ask Dr. Bullard," the clerk said; "possibly he may know of the book."

"Where shall I find Dr. Bullard?"

"In the editor's room in the rear."

Wending my way to "the editor's room in the rear," I immediately saw a tall man with white hair and a genial, happy, smiling face, and I asked, "Is this Dr. Bullard?"

Interview
with Dr.
Bullard

"Yes, sir, that is my name; what can I do for you?"

"Dr. Bullard, do you know a book recently published in this city, entitled "Wright's Lectures on India?"

"Oh, yes, I know that book very well."

"Can you tell me who publishes it?"

"Oh, yes, it is published by Mr. Wright's brother, A. J. Wright, the printer. I have borrowed cuts from him to illustrate *The Wellspring*."

"Where is the office, please?"

"No. 3 Water Street."

"Thank you, sir, I want to find the book."

"You are welcome."

"Good day, sir."

I was not slow in finding No. 3 Water Street, and inquired for Mr. A. J. Wright. He presented himself, and soon

showed me a copy of the much-sought-for book. I examined it with care, and decided that I could sell the book.

Success in Counting my money, I found that I could pay
Selling for nine copies and have money enough left to
Books reach home. The next day the nine copies were

all sold, and I at once sent my increased pile of money to Boston for more books. It was a dollar book, well illustrated with cuts showing the manners and customs of the people of India, where Mr. Wright had traveled and had become well acquainted with the country and its inhabitants.

Except in the haying season, I spent the time of the spring and summer in selling this book in all the towns and villages between Providence and Worcester. By strict economy I had saved a sum sufficient to warrant attending the academy in my native town during the fall term.

My second attempt at teaching was in the district adjoining the one where I had taught the previous winter. This
My Second school was kept in a schoolhouse built in the year
School 1806. The schoolroom was about twenty feet wide and thirty feet long. It had a seat made of chestnut plank along three sides of the room, under the windows. Before this seat was a long desk on each of the three sides, with a low seat in front. The stove stood in the middle of the room. On the fourth side, at one corner, was an entry through which the scholars must pass, in coming to and going from the schoolroom. In the opposite corner, leading from the room, was a large closet with shelves for the caps, bonnets, wraps and dinner pails. Between the entry and the closet was a large, old-fashioned stone fireplace, which had been closed when it was supplanted by the stove.

Here I had pupils of all ages, as was common in the rural

schools in those days, from the A-B-C class to grown men and women of twenty years old and more. The school was kept for four months, and an additional term of perhaps ten weeks was the custom in the summer. Here my pay was \$15 a month, and I "boarded around."

This "boarding around," fifty years ago, was the common custom in many places. If the term was to be sixteen "Boarding weeks and there were sixteen scholars in the Around" school, the teacher would board one week at the home of each scholar. If there were thirty-two scholars, each family would board the teacher half a week for each pupil sent to school.*

Many quaint stories were told of the tricks of mischievous scholars during the years previous to my experience in that

*The story used to be current in that locality, of a close-fisted farmer who sent three children to the school. As there were thirty-two scholars in the school, the teacher was to board a half week for each scholar. In this case, at the end of the week and a half, when the dinner was half over, the farmer laid down his knife and fork, and remarked, "Teacher, I 'spose your time here is naouw abaout up, but there's nothin' small about me, and so you can finish your dinner."

About forty years ago Dublin, N. H., celebrated the 100th anniversary of the settlement of the town. They invited many of the former residents of the place to the celebration. Among others an invitation was extended to the Hon. Daniel Appleton, a wealthy gentleman of Boston. He was then quite advanced in years, and being unable to attend this interesting gathering, he sent them a letter. In this letter, he remarked that he was not a native of the town of Dublin, and his residence there was limited to about three months, during which time he taught school in one of the outlying districts. He said that he rode to the town on a stage coach with all his earthly goods tied up in a bandanna handkerchief. On arriving at the post office he inquired the way to his boarding place. The district had auctioned him off for board to that family which would board him for the lowest price. A young married couple, who had just gone to housekeeping in a new log house, bid him off at

district. At one time when the teacher was not extremely popular, many pranks were played upon him by the big Tricks boys. One day, it was said that the middle Played desk at the end of the room was found to be by Boys "squeaky." After a time the teacher told the scholars to let that desk alone, and not cause it to squeak. Upon this, one roguish youngster said, "That desk squeaks anyway! We don't squeak it."

"Nonsense," said the master, "it will not squeak if you let it alone."

"Sure, it will, master. 'T'other mornin' when I came to school early to build the fire, and there was no one else in the room, it went 'squeak, squeak, squeak' of itself."

Of course the master could not believe this story, but it

62½ cents a week. He was directed to take a certain road and travel about three miles when he would come to this new log house. He found the place without any difficulty, and was cordially received by the hostess. The day being far spent, it was not long before the man of the house came in from his work and proceeded to do the chores. Then came the supper, which Mr. Appleton said was very good, clean and wholesome. After the table was cleared and the dishes washed and put away, the three spent the evening together in pleasant conversation by the light of the fire in the fireplace, the woman pursuing her knitting through the evening. The time came when the host remarked that he supposed it was time to go to bed, whereupon the young woman put away her knitting, lighted the candle, and handed the Bible to her husband. After family prayers, they began to make arrangements for the night. "Meantime," said Mr. Appleton, in his letter, "I was particularly anxious to know where I was to sleep, for there was but one room in the house and no loft, and there was visible but one bed, back in the corner of the room. Now, however, the riddle was solved. The good lady proceeded to pull out the trundle bed." Mr. Appleton naively remarked, "I enjoyed myself quite well while there, but soon after, I found another boarding place nearer the schoolhouse."

Mr. Appleton's letter was published in full in the history of the town of Dublin.

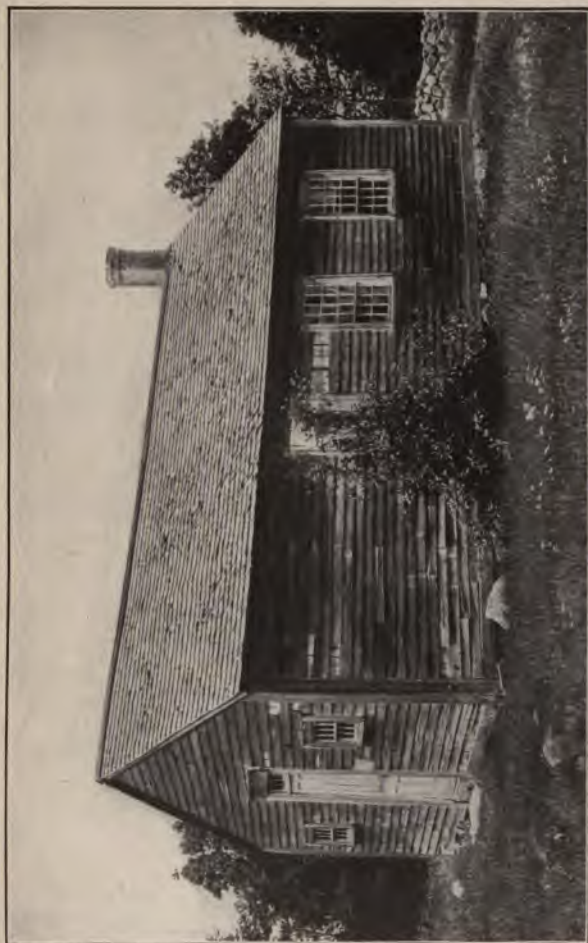
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was reiterated with such positiveness that he finally told the scholars who were sitting near the bewitched desk to leave it and sit somewhere else, and see if it would squeak. The scholars moved away and left the offending desk alone. The teacher was busy hearing his class recite when the roguish boy, reaching under his own desk, pushed the solitary desk with his foot, and at once, "squeak, squeak, squeak" was the result.

"There, master, what did I tell you; that desk will squeak anyway, if you don't touch it!"

On another occasion, a small boy by his playfulness and giggling had attracted the attention of the whole school, **Small Boy's** so that it was almost impossible to concentrate **Trick** the thought of the class upon the recitation. The teacher, thoroughly out of patience, seized the little urchin and opening the closet door threw him up onto the top shelf and shut the door. There was not room between the shelf and the door for the child to crawl down from his perch. For a time the boy would scream and whine and cry, and ask to be let out, but the teacher was inexorable. Gradually the pupil diminished his efforts for relief and apparently went to sleep, and soon the snores became so loud as to set the whole school in a universal giggle. Then the teacher opened the door. When it was thrown open, the boy rolled off down upon the master's head, to the great confusion of the pedagogue.

The story was also current that one rainy day when the boys were out at recess, the master was busy showing one **"To Keep of the girls how to solve some problem in arith-**
it Dry" **metic.** The time for the recess being over, he rapped upon the window with his ferule, meantime finishing the problem which he was solving. The boys entered the



A RHODE ISLAND COUNTRY SCHOOLHOUSE BUILT IN 1806
The Author Taught Here in 1848

1

room and took their seats with great quietness. The stillness was so marked as to cause the teacher to look around the room to see what was the matter. Directly by the side of the stove he discovered a large, thick, plank stone-drag. The teacher instantly exclaimed, "Who brought that in?" A big, roguish boy looked up from his ciphering and asked, "Sir?" The teacher repeated, "Who brought that in?"

"I brought it in."

"You did, did you? What did you bring that in here for?"

"To keep it dry."

The school in the adjoining district had not been successful that winter, and at the end of six weeks, the freckled-faced, red-headed, inexperienced master had been "Rode on a Rail" "rode on a rail," and had left the place. In the spring when my school was closed I was invited to return to the other district and finish out the term of that school. I did so, and in the summer taught in another adjoining district. Here was a more modern schoolhouse with a smaller number of scholars, all of whom were from native American families. A considerable number of the boys in that school have since been unusually prominent and successful in business life. The term was a very quiet one, so that very little happened which needs to be recorded in this narrative.

One change has come over those localities which ought to be mentioned here. In the three districts which I have described there were at that time in the schools about one hundred and twenty-five pupils. Since then the three districts have been consolidated into one, and I think that there are not more than thirty-five scholars in the school at the present time.

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In the modern schoolhouse last mentioned, the stove in
Examples use was an old-fashioned cook-stove. In the
of Severe lower part was the fire, and above that an oven
Punishment with an oven door each side of the stove.

The story was told that, sometime previous to my teaching there, two big boys, angry with each other at recess, got to fighting. Being called in by the master, he questioned one of them as to what the trouble was. As might be expected, the boy threw the blame upon his antagonist. The teacher inquired if the other fellow had done so and so, as he had made the charge.

"Yes, he did," was the reply.

"Well, well," said the teacher, "I cannot allow that! You go out and get me a strong hickory stick, and I will teach him to behave himself in a different way hereafter."

And so the boy, still angry, and anxious to see the other fellow whipped, went out and cut a strong hickory for the purpose. After the boy had left the room, the teacher began to question the other fellow, and in this case, as in the other, the blame was all thrown on his adversary.

"Well, well," said the teacher, "you go out and cut me a good stick, and I'll wallup his hide."

The boys returned, each with a strong hickory rod to chastise his enemy with. The master called out both boys, placed one on one side of the stove, and the other upon the opposite side. "Now, take off your coats. Open the oven door." Each boy did as ordered. "Now bend over, reach into the oven and lock hands. The first one that lets go will get a whipping within an inch of his life! Hang on!"

With one stick in each hand, ready for work, the master stands there, and the boys, eyeing him, reach in and lock hands. When it gets pretty hot, one boy starts to pull his

away and the other boy pulls in the contrary direction, and there they are, burning their faces and not daring to let go. The sequel you can imagine, as well as I can tell it to you. This is one of the most severe cases of punishment that I have ever heard of in the rural schools of those days.

Now that we are discussing cases of severe punishments, I will give one more illustration. In the district school **The Strict Master** which I attended until I was thirteen years of age, I am sure that we had superior teachers for that time. I have the pleasantest memories of nearly all of them. We usually had a master for the winter term, and a mistress for the summer term. In those days the prime requisite for a master was that he should be able to "keep order" in school. He must be a strict disciplinarian. Having had, the previous winter, a master somewhat lax in discipline, the good people of the district insisted that the next winter they must have a strong disciplinarian. They, therefore, engaged a man of middle age, an experienced teacher, who had the reputation of being "master" wherever he taught. He ruled with a rod of iron. He made all the scholars fear him. Every one must sit still. Order was Heaven's first law. In the schoolhouse he wore heelless slippers over heavy blue yarn stockings. He would walk across the floor as still as a cat. If anybody got into mischief he was sure to find the master standing by his side and watching whenever he looked up.

One day a small boy, perhaps five years of age, sitting on the low seat and having nothing to do, amused himself **Story of the Stovepipe** with digging out the dirt from a season-crack in the seat of chestnut plank on which he was sitting. He was doing no harm, making no noise, interfering

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with nobody, but he was "playing." The master discovered this play.

The cast-iron stove was in the middle of the room. The stovepipe was perpendicular for about seven feet, and then ran along in a horizontal direction across the room to the chimney. The ceiling was arched so that there was a space of six or eight feet above the horizontal stovepipe.

Stepping quickly and noiselessly across the floor, with his left hand he grasped the boy by his jacket between the shoulders and threw him over the stovepipe, catching him with his right hand as he came down, and then threw him back upon his seat and exclaimed savagely, "Now stop your play, will you!"

This man was accustomed to pull the ears of the scholars. He would lift up a little girl by the ears, and in one case caused them to bleed. He was, indeed, a savage tyrant.

I may, perhaps, be pardoned for adding to this incident the following: Many years ago I wrote an article for a local newspaper commenting upon the schools of those early days, and praising the teachers of my boyhood. To make a contrast, I added an account of this tyrannical master, and related the above incident. I read the paper to my wife, and she exclaimed, "You are not going to publish that!"

"Why not?" I replied.

"Because, suppose the man were still living and should read the article?"

"Indeed," I said, "I would not do it for the world if I thought he were living, but he went West in the spring of 1839, and as he was then a man in middle life, he cannot be living now, and I do not know that any relatives of his are now living."

The article was published in the local newspaper. As a matter of fact, the man was living, and he had two nephews in one of the western states who were subscribers to this local newspaper. The old man came to visit his nephews. They showed him the article. He was indignant and highly incensed. Aged as he was, being then past eighty years, he made a journey to New England, swearing justice and dire vengeance upon the author of that libelous article. He brought the paper with him and showed it to his friends here and there. He went to a certain New England city and visited one of his former pupils. He handed out this newspaper article for his friend to read. When the gentleman had read it, he said, "And what do you think of that? Isn't that a pretty hard picture of the old school-master?"

"Indeed, it is! That means you, does it?"

"Yes, but isn't it too bad for him to write that of me?"

"Well, you must not ask me."

"Why not, you went to school to me? It isn't true, is it?"

"You mustn't ask me."

"But I want you to say that it isn't true. I never did that, did I?"

"Well, I cannot say but one thing, because I was the boy that you threw over."

The libel suit was not entered and my poor old school-master returned to the West, a wiser, but a more sorrowful man.

In those days, by the laws of Massachusetts, the schools were in session five-and-a-half days each week. Usually the daily sessions were from nine to twelve in the morning, and from one to four in the afternoon.

Instead of a half-holiday each week, it was customary in my boyhood for the schools to keep all day on Saturday one week and omit the session the next week. In our district we usually had twelve weeks school in winter and ten or twelve weeks in the summer.

For the support of the schools, part of the money was raised by town tax and this was supplemented by a tax upon the property of the district. In the cities the school year was much longer in those days than it is at present. In the printed report of the schools for the city of Portsmouth, N. H., in the year 1807, I find the following regulations:

The daily sessions in the winter were three hours in the forenoon and from three and a half to four hours in the afternoon. In the summer the sessions were four hours in the morning and five or more in the afternoon. The schools were to be kept throughout the year except that each school was permitted to have two weeks' vacation during the year, provided that no other school in the town had a vacation at the same time.

Each town had a school committee of three or more men, whose duty it was to examine and approbate teachers, visit the schools, and have a general oversight over the work. Each district in the town had a "prudential committee," whose duty it was to hire the teachers, fix the salary, and furnish needed supplies, including wood for the stove in the winter.

We hear it said sometimes that the scholars in our schools are not so well taught in spelling as formerly. I do not believe this is true. It is certain that in the early days some young people in certain quarters became excellent spellers, but taking into account all the pupils in all places, I fancy we should find

The Old
Spelling
School

them better versed in spelling the words of the English language now than formerly.

It cannot, however, be denied that in those days the spelling school was a great institution. For the entire neighborhood it was equal to a theatrical performance. Certainly it furnished great fun for the young people. Sometimes one school district would be pitted against another and the contest would prove a severe trial to see which district would be "floored" first. The spellers from one district would be ranged along one side of the room and those from the other district along the other side. The first word would be given the first speller on one side, and if it were not missed the next word would be given to the first one on the opposite side. If a word were misspelled it would immediately be given to the next speller on the opposite side. Each one who missed a word must leave the line and take his seat. Rapidly the ranks would be thinned, and, eventually, the contest would be carried on between the two best spellers, one on each side. Then as one missed and the other was victorious the walls would ring with a mighty shout.

Many young persons would spend a great amount of time during the weeks preceding the contest in preparing themselves for the great ordeal. Oftentimes "pieces" would be spoken and, after school was over, games would be played. When the sleighing was good the best part of the whole entertainment would be found by the youngsters in an extended sleigh-ride, apparently "extended" on the principle that the longest way round was the nearest way home.

In cases of discipline it is important that every teacher
Crockett's should bear in mind the motto of David Crockett:
Motto ett: "Be sure you're right, then go ahead."
Much harm is frequently done by teachers charging a pupil

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with some dereliction of duty without definite proof that he is the guilty one. No teacher should ever accuse a pupil of a misdemeanor unless he has positive proof that that pupil is the guilty one. Sometimes it is difficult to find such proof, and here is the opportunity for the teacher to show his skill and ability as a detective.

A good illustration of this ability was related to me by a friend of mine who was the principal of a large city grammar school. During the vacation, the schoolhouse and the out-buildings and fences had been put in good order, including a thorough painting of the out-buildings. At the beginning of the term the principal, by order of the school committee, gave forth an emphatic command that among other things no pocket-knife should be used to mark or deface the woodwork anywhere. Not long after, in his tour of inspection, he found a long shaving cut off from a doorcasing. He kept the shaving locked up in his desk. His first duty now was to find out who was the culprit. Certain circumstances seemed to show that it was done by some member of his own class. He determined on the following plan to find out who was the guilty one. Soon after this he gave the school an object-lesson, and needed a large number of objects of the same kind. He suggested to the class that for this purpose he would use their pocket-knives. So the boys all brought these useful articles to the teacher's desk. When the lesson was over it was time for the recess, and the knives were not returned till later. This gave him an opportunity to make the needed examination of the various jack-knives. The shaving indicated two nicks in the knife blade. After the recess, the knives were returned to the boys and the teacher observed which boy took the knife which had just those two nicks in it. Later in the day the teacher called

the boy up and asked to see his knife. Here the following colloquy ensued:

"Is this your knife?"

"Yes, sir."

"How long have you had it?"

"Ever since last Christmas."

"Do you always carry it with you?"

"Yes, sir."

"Have you loaned it to anybody since this term began?"

"No, sir."

"Carried it in your pocket every day?"

"Yes, sir."

The boy all this time was wondering what was the teacher's motive. The trap was now set. The teacher took out the shaving and compared it with the two nicks in the knife. The boy was completely caught. He could not deny it. The evidence was conclusive.

At one time in a large school it became evident that something wrong was going on during the morning devotional exercises. It was observed for several mornings, **Tact and Firmness Necessary** but the teacher was in total ignorance of what was being done or who were the guilty parties. He determined if possible to find out. Trap after trap was laid. Finally, by a process which it is not necessary here to state, he secured the needed information as to what was going on and who were the guilty parties. Five of the boys had been engaged in showing to those near them indecent photographs. This, of course, was a serious matter. As soon as the exercises were closed, and the boys had left the hall for their several rooms, the principal stepped to the door of one of the rooms and called out to the ringleader. He took him to a vacant room and demanded the

photographs in his pocket. "Oh, yes, sir," replied the boy, and handed out two or three harmless photographs, portraits of George Washington and others.

"No, no," said the teacher; "those are not what I want. Hand me at once all the pictures you have in your pocket. Do it immediately, or I will go through your pockets myself."

The pictures were forthcoming. They were confiscated, and the culprit immediately suspended from school, without going back into the schoolroom. The same procedure was carried out successfully with the second, third, and fourth boys. The fifth boy was from the room from which another had already been summoned. He, therefore, had his suspicions aroused. He had in his possession an improper book. When called out, as he passed by the stove, he put the book in the stove and shut the door. The five boys were individually suspended from school. An hour was indicated when each, one at a time, could call upon the principal. They came, penitent enough, and begged to be received back into the school. They were received back, and the principal had no trouble from those boys afterward. The school knew nothing of what had been done, but the remedy was complete. Two of the boys died early. One has been lost sight of, but the other two have proved to be men of high character, filling honorable positions. One was for years mayor of one of our largest cities, and the other a prominent business man in another large city.

Doctor Arnold, of Rugby, considered it important to put confidence in every pupil. He believed in trusting every-
 Confidence body; in treating everyone as honest until he had
 Helps a proved himself otherwise. In my own school,
 Pupil it was my custom for many years never to lock
 the drawers of my desk, and I always had a small amount

of money in one of them. During a full quarter of a century it was very seldom that I had any suspicion of money being taken. Once, however, I missed a small amount, then a few cents more were taken. I kept on the lookout, and laid a trap to catch the offender. It proved successful. The boy who had taken the money was a poor boy from a good home, where he had received proper instruction as to honesty and all good morals. He greatly needed money, however, and had yielded to the temptation. I talked with him in the utmost kindness, and he acknowledged his error. I impressed the lesson upon him to the best of my ability. I satisfied myself that he was thoroughly penitent. I then said to him, "Now, my boy, you are to be absolutely honest. If you are, and do not again yield to temptation, your father and mother shall never know of this. You and I will keep it to ourselves." And so we have kept it to this day. When the boy graduated from school he secured a position in a very fine business, but in a place where he would have every opportunity to pilfer if he chose. His employers wished a certificate from his teacher. He came to me for it. I gave him a strong recommendation, with no hesitation and no qualifications. He has continued in that business from that day to this. He is today a man of wealth and of high standing in the community, a respected member of an influential church, and a leading man in society.

I might multiply cases of this sort, but space forbids. I desire, at least, to recommend to all young teachers the necessity of becoming skilful in these matters of discipline. Personal kindness, individual friendship, will do much in establishing the good character of your pupils.

The following winter my school was a large one, in the town of Uxbridge, Worcester county, Mass. In those days

the Massachusetts schools were far superior to those of Rhode Island, and in this school I found the children were **A Stubborn** of a better type, intelligent and apt to learn. The **Pupil** school numbered more than fifty pupils, of all grades, who were pursuing a great variety of studies. Many of them have achieved success in life, and some of them have won distinction. I found the scholars tractable, attentive to their studies and readily obedient to the rules of the school. The winter was exceedingly pleasant and agreeable. I will mention only one incident which occurred during the term.

One day I was attending to the youngest pupils who had not learned the alphabet. As I pointed to the letters of the alphabet in the spelling book, the pupils gave them names. I observed that the boy, John, did not answer. Turning to him, I pointed to the letter *A*, and asked him to tell me its name. He said he couldn't.

I said, "This is *A*; say *A*."

"I can't."

"Why, yes, you can, John. Say *A*."

"I can't."

The question was repeated, the answer was the same. I could not induce him to call the name of the letter. He persistently declared that he couldn't do it. It was time for the recess. I gave John a seat, and after the recess was over, I called him up again, and pointing to the letter, said,

"Say *A*."

"I can't," said he, and began to cry.

I said, "John, you must say it."

"I can't."

"You can't?"

"No, sir."

"You can't say what?"

"I can't say A."

He had now said it, and could, of course, repeat it.

I said, "You can't say what?"

"I can't say A."

"Say that again," and he said it.

When he had discovered that he could say it, he repeated it for me in good order.

I wonder how the reader will explain this idiosyncrasy of John? He was a good boy, sober, sedate, well-behaved, and I am sure that he was honest in the thought that he could not pronounce the letter. How can it be explained? For myself, I venture to suggest that there was a kink in the boy's mind. Boys are immature; that means their minds are immature. They do not reason as we do. Many things they do not understand. The teacher may tell the pupil, but it may be said that the pupil does not comprehend what the teacher means. Let me illustrate.

In later years, when I was superintendent of city schools, one day in a primary room I observed a boy writing with
The Left-Handed Boy his left hand upon his slate. I inquired of the teacher about the left-handed boy, and she told me that she could not induce him to correct that habit. "Moreover," she said, "he writes backward." She told me that she had taken all the measures that she could conceive of to break him of the habit of using his pencil in his left hand and writing backward from right to left. I questioned the principal of the school and received the same story. The principal told me that this boy had been under two different teachers and neither of them could break him of this singular habit. I returned to the room and passed along between the seats, observing what this scholar and

that were doing, and finally I came to the left-handed boy.

I said, "My boy, you are writing, are you?"

"Yes, sir."

"Well, let me see you do it."

After watching him a moment, I said, "Can you do it that way? You must be a bright boy; it is hard work to write in that way. I can show you a way which is much easier. Now," I said, "take your pencil in the other hand." He did so. "Now, look at your copy, and see if you are doing it right." Clasp my hand around his, and beginning at the left, writing toward the right, I guided his hand and wrote the word. "There," I said, "you will find that way much easier than yours. Let me see you do it." He immediately wrote the word properly from left to right. I had him repeat the process two or three times. And then I said, "Now, my boy, you will find that easy; you keep on doing it that way." He had no more trouble. He knew now what needed to be done. He had not previously understood. From that time onward he wrote from left to right and with his right hand.

I fear that many teachers make a mistake in supposing that the child is stubborn, when the fact is that he does not understand what is to be done, nor how to do it.

In the early spring of 1850 I engaged as principal of a graded school in the village of Whitinsville, Mass. In **My First Teachers' Institute** preparation for the duties, I spent a week in attendance upon a teachers' institute in Medway Village. Horace Mann had recently retired from the office of Secretary of the Board of Education for the State, and Rev. Barnas Sears, D.D., LL.D. had entered upon the duties of that office. The institute began on

Monday morning and closed Saturday at noon. To my inexperienced mind, it was a great affair. About two hundred teachers were in attendance.

The teaching was of the highest order. Dr. Sears was the conductor. Instruction was given in arithmetic by Dana P. Colburn; in grammar by Samuel S. Greene; in reading by Frank T. Russell, son of the well-known elocutionist, William Russell; in geography by Richard Edwards; in physiology by Calvin Cutter, and in music by the distinguished Lowell Mason. I took notes of the lectures from Monday until Saturday inclusive. I afterward wrote out these notes and kept the book containing them on my desk for the whole year. I have often thought that this was the strongest and best teachers' institute that I ever attended. The instruction seemed to be normal, pedagogical, absolutely correct, and it had a marked influence on my subsequent teaching.

On the first day of April, 1850, I began my teaching in the upper grade of the school, having classes in grammar and high school studies. I taught this school for two years. In the first year there was very little high school work, but during the second year there were classes in algebra (one in higher algebra, using Davies' Bourdon), geometry, astronomy, chemistry, physiology, and perhaps some others. There were in the room, all told, seventy scholars; the number of classes was large, and the time for each recitation correspondingly short. The session began in the morning at nine o'clock and ended at five minutes past twelve. In the afternoon, it was from 1.30 to 4.35. In the forenoon, after the opening exercises, we had three classes in written arithmetic, a class in Colburn's mental arithmetic, in writing,

I Begin
Graded
School
Teaching

physiology, spelling and general exercises. In the afternoon were three classes in reading, one in history, three in geography, two in grammar, and one general exercise. The recitations in reading, grammar, and first geography were twenty minutes each. Those in second and third geography had fifteen minutes each. Although there were many classes, and the time for each was necessarily short, yet good progress was made. A spirited, earnest recitation carried forward rapidly may accomplish more in twenty minutes than the opposite kind will in an hour.

I have in mind the private school of Dr. John Kingsbury, in the city of Providence, which he taught for thirty years, Kingsbury's doing all the teaching himself for forty young Excellent ladies from the first families in the city, and School having a large tuition. Taking the girls at ten years of age, and carrying them through a full course, including the sciences, mathematics, and the ancient languages, that man did all the teaching himself, and his school sustained the highest reputation of any in that city at the time. On one occasion he told me that he never entered upon a recitation without having previously thought out what was to be done.

The pupils in the Whitinsville school were of a high order. I remember one boy who studied plane geometry, using for Putting a his text-book Davies' Legendre, who was but School on ten years of age. The discipline of the school Its Honor was easy and the order usually good. The school records of those days are still preserved, and in the report of the examination of this school in the spring of 1852 the committee said that the order of the school did not seem to be as good as it had previously been. I venture to say in explanation, that I think the record was a misconception.



THE OLD SCHOOLHOUSE IN WHITINSVILLE, MASSACHUSETTS,
IN 1850



THE NEW HIGH SCHOOL IN WHITINSVILLE. COST OVER \$100,000

My effort had been to bring the school to such a point that it would take care of itself, and I frequently left the room without any teacher or monitor, and was accustomed to find it in good order on my return. That government is best which is needed the least.

The fact was, the scholars had learned to be trusted and they seldom disappointed their teacher. Any pupil could leave his seat and get a drink of water, or take a book from the library, or speak to the teacher, if he were not busy, without asking permission to leave his seat. An occasional visitor, not knowing these rules, might suppose that the order was not good, but in the judgment of one teacher it was better than more stringency and a closer watching of the pupils.

It is fair to say that the schools of Whitinsville have been, and are to-day, noted for their efficiency and high standing. The schoolhouse of half a century ago received additions, so that two schoolrooms grew into three and then into five and finally the house was abandoned. A new brick schoolhouse was built many years ago, and recently a new model high school building has been erected at a cost of more than \$100,000. It has every modern equipment and is one of the finest high school buildings to be found in the Old Bay State.

CHAPTER IV

PHILLIPS ACADEMY, ANDOVER

THE present Massachusetts system of high schools dates from about the middle of the last century. Previous to that time the secondary education was carried on principally by academies.

The term "academy" is the name usually applied to the class of schools which we are now considering. It is an appellation somewhat ambitious, though almost universally used in New England in reference to endowed and incorporated institutions for secondary education. For centuries this word had been applied in Europe, not to schools for the youth who are novices in the arts, sciences and languages, but to associations of learned men who are proficient in these studies. This European use of the word is therefore closely allied to its ancient meaning, as the name of a place of resort for philosophers where the most profound subjects connected with science, politics, and morals were discussed. In England this term has long been used to designate schools which were under the patronage of the Dissenters, as distinguished from those controlled by the Established Church.

In the year 1797, Nathan Dane, one of the foremost men in this Commonwealth, who was a member of Congress and
Dane's justly distinguished as being the author of the
Report famous ordinance of 1787 for the government of the Northwest Territory, made a report to the legislature

of this state recommending a general system of state academies. This report embodies the following provision:

"That no academy should be encouraged by the government, unless it have a neighborhood to support it of at least thirty to forty thousand inhabitants, not already accommodated in any other manner by other academies or by any college or school answering the purposes of an academy."

In 1859 a report was made by Mr. Upham to the General Court of this state, showing the relations of academies in Upham's the Commonwealth to the public school system. Report

In this report the following language is used: "They were to be regarded in many respects and to a considerable extent as public schools, as a part of an organized system of public and universal education, as opening the way for all the people to a higher order of instruction than the common school can supply; and that they were to be distributed as nearly as might be so as to accommodate the different districts or localities of the state according to the majority of the population. No academy endowed by a town or state is a private school. Academies are all, to a certain extent, public schools, established as such upon a legalized basis of public policy."

This quotation is made to show that the academies were considered, at least during the first half of that century, as a legitimate part of our peculiar system of education, working in harmony with the public schools below them and the colleges above them.

Only two academies were incorporated by the General Court of this Commonwealth prior to the year 1700, and Our Early within the next century seventeen more. Academies Previous to 1820 there had been incorporated in this state thirty-seven institutions of this sort. The entire list of

those which have been incorporated first and last, numbers more than a hundred institutions. Many of these, however, were short-lived, and a large majority of them have now either ceased to exist or have been merged in the public high schools of the several towns where they were located.

In general, the work done in these academies was of a high order and of great importance. In the early times, ordinarily a single teacher was sufficient for an academy, but it should be observed that at first Yale College was conducted by a president and three tutors, and the facts warrant the assertion that these first teachers of academies, who labored single-handed and alone, were often men of the highest character, who attained an enviable name. Who will deny that the reputation and respect secured from their contemporaries by such men as Master Moody, of Dummer; Master Abbott, of Exeter; Pearson, Adams, and Taylor, of Andover; Colton, of Munson; Butler, of Groton; Adams, of Leicester, and Macomber, of Uxbridge, were quite equal to the present standing of the foremost educators of today? Did they not furnish for the college and for the university young men fully as well trained and equipped for the useful callings and occupations of life as the more pretentious and well-endowed institutions, both public and private, are furnishing today? It should be observed, also, that a very large proportion of the best educated men in those earlier times came from the smaller country towns.

In the spring of 1851 I was confronted with the question, "What shall be my course in life?" I was twenty-one years of age. As a teacher I had the best position in the south half of Worcester county. My salary was \$35 a month. The outlook was not encouraging. In this state of mind, I visited my friend, Samuel

M. Capron, in Uxbridge. He was then pursuing his studies in Yale College. His preparatory course had been at Phillips Academy, Andover. He gave me a glowing account of that famous institution. He considered the principal, Samuel H. Taylor, as a great teacher, an eminent educator, a remarkable man.

During the summer following, in company with another young man, then a member of Brown University, I made a foot-tramp through New Hampshire, and on the return trip visited Lawrence, Mass. From there I went over to Andover, and made a brief visit to the academy. I had a pleasant interview with Doctor Taylor, and determined to enter that institution in September. The school funds in Whitinsville were exhausted, so that the fall term of school was to be omitted. Having engaged to return for the winter term beginning the first Monday in December, I entered Phillips Academy and began preparation for college.

Although I had attained my majority, I commenced the study of Latin with a large class of boys and young men, many of them not more than fourteen or fifteen years of age. Our teacher was Peter S. Byers, who had been a recent valedictorian at Harvard. He was a thorough scholar, a genial, pleasant gentleman, and a capital teacher. My course under his instruction lasted two years, and then our class entered "No. 9," where we daily came in contact with "Uncle Sam," as he was lovingly called by his boys. The year's work under Doctor Taylor will be mentioned later. I cannot refrain from expressing my high appreciation of Phillips Academy and the town in which it is located.

What pleasant memories cluster around that dear old town—Andover! Consecrated by prayer, its very air redolent of scholarship, culture, the Bible, the sweet spirit of

God's love, and baptised with the baptism of pure benevolence and the most heroic missionary spirit; all who have studied there return to the place as one revisits **Andover** the home of his childhood, the place of his birth, **Fifty Years** Ago the homestead of his ancestors. What purity of atmosphere; what beauty of landscape; what charms of sky and clouds; what glorious sunsets! What a place for quiet study, reflection, contemplation! What walks and drives are there—Indian Ridge, Sunset Rock, the quiet Shawsheen, the picturesqueness of Pomp's Pond!

What companionships were there; what friendships were there formed! What plans for life; what devotion; what consecration! If one spot in America is more hallowed than another, it must be Andover Hill. Every day in the week its atmosphere is that of a New England Sabbath. If one breathes the pure air of Andover and goes wrong in his daily life—it is a sure proof of total depravity. What generations of men have gone out from there to the four quarters of the globe, who have struck heavy blows for God and humanity!

It is now over fifty years since I was a student in its famous institution. In the theological seminary were such men as **Famous** S. R. Dennen, A. H. Quint, Charles A. Aiken, **Members of** J. P. Drummond, Samuel Fiske (Dunne Browne), **the Seminary** J. M. Manning, Thomas Morong, H. J. Patrick, W. T. Sleeper, John Willard, F. R. Abbe, L. W. Bacon, J. O. Murray, J. B. Simmons, J. G. Vose, G. N. Anthony, H. N. Barnum, David Bliss, W. B. Capron, J. Lewis Diman, George Mooar, and A. H. Coolidge. The faculty consisted of Professor Ralph Emerson, who wrote over his name in my autograph album Luther's motto: "Bene orasse est bene studuisse"; Calvin E. Stowe, whose motto was, "For the

night cometh"; Edwards A. Park, "The fear of the Lord is to hate evil"; Austin Phelps, "What things were gain to me, those I counted loss for Christ"; Elijah P. Barrows, "The things which are seen are temporal, but the things which are not seen are eternal." Leonard Woods was still living (he died in August, 1854), emeritus professor, and he wrote in my album, "Great peace have they who love Thy law, and nothing shall offend them." Mrs. Harriet Beecher Stowe, just then becoming famous as the author of "Uncle Tom's Cabin" (published in 1852), wrote in a beautiful handwriting:

"Not enjoyment and not sorrow
Is our destined end or way;
But to *act* that each tomorrow
Find us farther than today."

Moses Stuart died while I was in Andover, and so did Justin Edwards, and Bela B. Edwards, and Elizabeth The Andover Stuart Phelps, the mother. What a galaxy of Galaxy saints were these! Stuart, the Martin Luther of New England; Justin Edwards, the first apostle of total abstinence among the clergy of our country; B. B. Edwards, the polished writer, the sweet spirit, the exemplary Christian; and "Trusta,"* the author of "Sunny Side," "Peep at Number Five," and so many Sunday-school books that she would sometimes read a book before she could tell whether she was the author of it.

Not one of that great congregation that heard Professor Phelps preach her memorial sermon will ever forget the

* This anagram on "Stuart" was the pseudonym used by Mrs. Phelps.

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scene, or the discourse. All listened intently to catch every word, and only once in the long sermon did the speaker make a gesture. After describing her peaceful and happy death, he wandered in imagination around among her accustomed haunts—in the library, in her study, in the nursery, in the garden arbor, in the cemetery, at her grave, but *she* was not there. After this, with what touching emphasis and effect did the hand point upward.

"Esquire Farrar" was still living at that time, and John L. Taylor was pastor of the Old South Church. John Aiken was an active man at that day, and Samuel Lawrence was a resident of Andover. The Fugitive Slave Law had just been passed by Congress, and Professor Stowe had taken that vow, which he kept so religiously, that he would not shave until that infamous law was repealed.

What changes have taken place there, as well as in the whole country and the world, in half a century! Not one **Great** of the professors at that time in the Seminary is **Changes** in active service now. And, if I mistake not, no member of the Trustees or Board of Visitors at that time is now upon the list. No teacher in Phillips Academy, Punchard Free School, or the Abbott Academy of that day is yet at the post, and no pastor of a church in the town yet remains.

The changes that one is conscious of, in returning to Andover after an absence of fifty years, bring forcibly to mind the words of the poet:

"Leaves have their time to fall,
And flowers to wither at the north-wind's breath,
And stars to set, but all,
Thou hast all seasons for thine own, O Death."



PHILLIPS ACADEMY, ANDOVER, THE PRINCIPAL BUILDING FOR RECITATIONS
In this Building Dr. Samuel H. Taylor Died

It may be questioned whether the good people of New England have sufficiently appreciated the advantages furnished to young men at Phillips Academy. The moral and religious atmosphere of the place is excellent. Even the unconscious influence of the Theological Seminary has often been of great value to the young men of the Academy, not to speak of the direct and personal intercourse they have with the students of the Seminary, most of whom have just graduated from college. The place is in every way adapted to study, to reflection, to the building of a healthy brain and the development of a true character. Many people fail to appreciate the importance of a proper preparation for the course of study usually given in New England colleges. They seem to imagine that if one "goes through college," that is enough, and that the expression means the same in all cases; whereas, the truth is, a *thorough fit* alone, without the college course, is often better than the full curriculum of the college with a meager and inadequate preparation.

Phillips Academy, Andover, has for many years given an excellent fit for college, by being thorough and insisting on mental discipline. Those courses have been pursued which have given to the young men accuracy of thought, habits of critical study, and good reasoning power.

Perhaps at no period in the history of this institution did everything conspire for more satisfactory work than from 1850 to 1855.

Dr. Taylor was just in the ripe maturity of his manhood. His assistants at that time were also of remarkable quality. James S. Eaton, Lucius Barrows, Peter S. Byers, Granville Wardwell, Charles E. Johnson, Charles A. Young, and William H. Fenn were all

superior teachers. But, after all, as much depends upon the class of pupils as upon other circumstances. The school during this period was unusually large. For the year closing August, 1851, the number was 267; for 1852 it was 344; for 1853, 366; for 1854, 390; and for 1855, 396—a decided increase each year.

Among those completing the course of studies during these years may be mentioned the following, giving them, *Students*, so far as the writer knows, the titles and positions 1850 to 1855 they have since attained: Rev. Levi L. Paine, D.D., afterward a professor in Bangor Seminary; Rev. Charles Ray Palmer; Rev. Joseph Bloomer; Rev. William A. Bushee; Rev. Prof. Joseph H. Gilmore, Ph.D., professor in the University of Rochester (who was the valedictorian of my class at Brown University); Principal William G. Goldsmith; Francis H. Johnson; Moses Merrill, head master Boston Latin School; Rev. William H. Ward, D.D., the well-known editor of the *New York Independent*; Rev. William A. Abbe; Rev. John Q. Bittinger; Rev. Dr. John B. Brackett; Rev. G. H. De Bevoise; William G. Harding; Dr. Henri B. Haskell, the missionary; Rev. Elias C. Hooker; Joseph C. Jackson, the well-known lawyer of New York; Joseph Kimball; Hon. Albert Palmer, Mayor of Boston; Prof. Addison Van Name, the accomplished librarian of Yale College; Dr. A. C. Perkins, late principal of Phillips Exeter Academy; Dr. Samuel W. Abbott, for many years secretary of the Massachusetts Board of Health; John Albee, the popular writer and lecturer, now of Pequaket, N. H.; William N. Armstrong, brother of General Armstrong, of Hampton, Va., the author of "Around the World With a King"; Drs. George and William Badger, of New York, the twin brothers who looked so much alike that neither schoolmates nor teachers

could tell George from William; Hon. Robert R. Bishop, Judge of the Superior Court, Boston; Rev. Edward L. Clark, D.D., popular author and lecturer, lately pastor of the Central Congregational Church, Boston; Rev. Joseph B. Clark, D.D., editorial secretary of the Congregational Home Missionary Society, New York; Rev. Edward T. Fairbanks; Gilbert O. Fay, our valedictorian, professor in the American Asylum for the Deaf and Dumb, Hartford, Conn; Prof. Franklin B. Gamwell; Rev. Edward Payson Hammond, the well-known children's evangelist; Prof. William T. Harris, Ph.D., LL.D., for seventeen years United States Commissioner of Education, Washington; Rev. Francis Lobdell, John C. Phillips, of Boston; Rev. Edward G. Porter, of Lexington; Leonard Richardson, the liberal merchant of New York; Barna S. Snow, of Boston; Rev. Thomas G. Valpey, the teacher; Rev. Edwin S. Beard; Isaac N. Carleton, former principal of the Connecticut Normal School; Franklin Carter, LL.D., late president of Williams College; Dr. Henry M. Field; Rev. Alexander McKenzie, D.D.; Rev. Cyrus P. Osborne, and many others. The above list is only partial, comprising less than fifty names, while the entire number in the five senior classes mentioned is two hundred and nineteen. Could the matter be traced, it would appear that many of these successful young men were obliged to work their own way, earning their own livelihood, while securing the opportunities for an education. During the period mentioned above much interest was manifested in extending pecuniary aid to deserving young men in the Academy. Dr. Taylor felt very strongly its necessity, and thought that more encouragement was needed by young men in the *earlier* period of their education than was usually given them.

A fund for worthy students, called the "Students' Educational Fund," was started by the senior class of 1854, "Students' which now amounts to nearly \$6,000, and the Educational trustees desire that it may be increased to Fund" \$10,000. The "Farrar Fund," with a similar design, was given to the Academy by Deacon Samuel Farrar, formerly the treasurer of the institution, and is now \$15,000. These two funds yield an income of about \$1,000, which is distributed by a "Board of Syndics," consisting of the principal of the Academy, the head teacher of the English Department, and the treasurer of the institution, to "the most needy and the most worthy," in sums varying from \$10 to \$50, according to their circumstances. "Conduct and scholarship, as well as pecuniary necessities, are considered in the distribution." With the advantages now offered in New England—and fortunate, indeed, are those places where these advantages are greater than at Andover—no young man who desires to secure for himself a good education need feel himself debarred by want of pecuniary means. A liberal education is within the reach of any young man in New England who has the inclination and the energy.

This Students' Educational Fund received a large addition as the result of a fair held by the citizens of Andover in the autumn of 1868. A paper was published by **Origin of Educational Fund** this fair, and the leading article was written by the author of this book. It gave in detail a full account of how the fund was started. I quote the article in full from that paper published in Andover, September 22, 1868.

"Good morning, Frank; is that you? What brought you here at so early an hour?"

"Well, I don't know. I did not sleep very well last night;

and I thought I would run over and see you a little while before prayers."

And the conversation proceeded till the old academy bell rung for prayers, and the two walked down the avenue from Dr. Woods' to the stone building together.

A few mornings after, Frank visited his friend again, and attracted special attention by his taciturn and desponding appearance.

"What ails you, Frank? Aren't you well?"

"Yes, pretty well."

"Well, what's the matter?"

So, after considerable urging, Frank told his friend that he must leave the Academy. He had paid his board at the club for the first half of the term, and the second installment was now due. He had not money enough to defray the expenses, and must therefore withdraw from study, and go to work on a farm, or wherever he might find something to do.

"How much do you need to help you over your present difficulty?"

"Seven dollars. With that amount I can get through the term."

Now it happened (we say "happened," using the heathen word, though there was evidently no chance in it)—it happened that the young man addressed had just received a letter enclosing *twenty-one* dollars, with directions to give it to three deserving and needy students, two of them mentioned by name, one of whom was Frank himself, and adding "the rest to whoever needs it most." The seven dollars was quickly paid over to him, and his troubles vanished, his face lighted up, and his recitations for many a day exhibited a buoyancy, a freshness, and a zeal not observed before for a long time.

This little incident may be called the starting point from which proceeded a series of measures designed to meet the wants of worthy indigent students in Phillips Academy, and which resulted in the establishment of the "Students' Educational Fund," by the Senior Class of 1854.

When these circumstances became known several estimable ladies of Andover and Boston interested themselves to solicit aid for them.

During the three years from 1851 to 1854 more than \$300

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in money, besides much valuable clothing, passed through the hands of one of these poor students, who was chosen as the medium of communication between them and their kind friends.

Some time during the winter of 1853-4 the writer was conversing with Alexander McKenzie, now, and for many years past, the esteemed pastor of the Shepherd Memorial Church in Cambridge, and expressed the wish that something of a permanent nature might be done for the relief of those pressing wants. Mr. McKenzie suggested a fund for this purpose. The idea was promptly responded to, and soon a plan was matured which was carried into execution the following summer.

A committee of six was appointed by the class to consider the matter, prepare a plan, arrange the details, and raise the money. This committee went to work promptly, and, in a week, about one thousand dollars was subscribed in Andover, the first hundred having been given by the class in small sums from one dollar upwards.

The *Deed of Gift* was written by Hon. John Aiken, one of the firmest, most reliable, and most judicious friends the Academy ever had. It was simple, plain, and eminently practical in its plan. It provided that this money, and all additions to it, should be given to "the Trustees of Phillips Academy," to be held in trust by them forever, and should be known as "The Students' Educational Fund," and that the income only should be expended.

This income was to be given to worthy indigent students of the Academy, in such sums, at such times, and in such manner as shall be determined by a Board of Syndics, which shall forever consist of the Principal, the Head Teacher of the English Department, and the Treasurer of the Academy.

At the meeting of the Board of Trustees soon after the graduation of the class in August, 1854, the amount raised by this committee, and offered to the Board was
Trust \$1700. The trust was accepted under the condi-
Accepted tions of the Deed of Gift, and soon the money was
properly invested in stocks, and the accruing interest has
been annually expended by the Board of Syndics in donations
to the most worthy and the most needy.

It does not belong to the province of this article to tell

how much has already been done by this small amount of money—now \$2400 (since raised to over \$6000)—gathered by boys in an Academy for the benefit of those who should follow them, and who, but for its beneficent provisions, might experience hardships similar to those which they had suffered in obtaining an education. But I may be pardoned for expressing the opinion that an equal amount of good has rarely been done by the same amount of money.

Its object is one of the noblest, its provisions the most practical, and as the proceeds are given to the "most needy and the worthy" in such sums as are dictated by the good judgment of three such able men as will ever hold the positions which constitute them the Board of Syndics, it needs only to be raised to \$10,000 or \$20,000 to become one of the most important and most successful, as it now is one of the wisest and most useful, charities in this our New England land of charities and noble institutions.

About a year before this fair was held Dr. Taylor wrote a letter upon the subject which will illustrate the need of such a fund.

Andover, Oct. 28, 1867.

W. M. Halstead, Esq.,

My dear Sir: I am greatly obliged to you for the kind interest you have taken in the needy students in Phillips Academy. We have always a considerable number of this class in the school, most of them very promising and deserving young men. Some of them do something towards their support by little jobs of work in different families in the place—taking care of horses, working in gardens, sawing wood, etc.; but they cannot all find a sufficient amount of work to enable them to meet their expenses; and if they could, it would require more time than they could spare from their studies.

The only means we have of aiding this class of students is to give them their tuition and to distribute among them the income of a fund of \$2400, founded by the Senior Class of 1854, in view of the necessities which they themselves saw among their fellow-students.

Indigent students in the academy have *no such encouragement* and aid as is given to those similarly situated in the

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higher institutions. In nearly all the Colleges and Theological Seminaries there are scholarships of which the needy can avail themselves. And those preparing for the ministry can receive \$100 a year from Scholarship Funds, and the same amount from the Education Society, besides some assistance towards the expense of board, while we have the means to aid the same class in the Academy only to the extent named above; though there is no time when a poor young man needs encouragement so much as when he is just setting out on a long course of study to fit himself for usefulness.

In view of these facts it seems to me that there is no way in which the amount of money required can be expended with the prospect of doing so much good as in aiding needy and deserving young men in the academies.

Thanking you again for your interest in this subject and for the substantial aid you have rendered us,

I am, with great respect,

Very truly yours,

S. H. Taylor.

CHAPTER V

DR. SAMUEL H. TAYLOR AND HIS ART OF QUESTIONING

IN all ages there have been great teachers. Marcus Aurelius, St. Francis Xavier, Roger Ascham, Comenius, of the earlier days—Pestalozzi, Froebel, Thomas Arnold, and in this country, Eliphalet Nott, Emma Willard, Horace Mann, Francis Wayland, Mary Lyon, George B. Emerson, Mark Hopkins, Henry Barnard, Emerson E. White, William T. Harris, Nathan C. Schaeffer and Samuel H. Taylor are among the modern leaders in the educational ranks. In Great Britain, as a schoolmaster, Thomas Arnold takes the lead. In America, with all deference to many others, I venture to place at the head of the list the name of Samuel H. Taylor, of Andover.

Dr. Arnold ruled the school at Rugby fourteen years; Dr. Taylor presided over Phillips Andover thirty-four years.

Arnold Dr. Arnold's pupils became the leaders of thought
and and action in Great Britain; Dr. Taylor's disciples,
Taylor perhaps to a greater extent, have led American life in thought, in letters, in governmental circles, in the colleges and seminaries, and in business life. Dr. Arnold was great in his own character. Dr. Taylor was surely his equal in this respect. Dr. Arnold was called a complete character—complete in its union of moral and intellectual gifts; and his greatness did not consist in the preëminence of any single quality but in various remarkable powers

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thoroughly leavened and pervaded by an ever-increasing moral nobleness. He was distinguished for his love of truth, conscientiousness, and high Christian judgment in all transactions. It was his personal character and his personal interest in individuals that gave him his great power. When he was looking for a teacher he sought three qualities: first, character; second, tact; and third, scholarship.

Dr. Taylor in a remarkable degree stamped his own character upon his pupils. He had a high ideal of right and righteousness. He used to say, "Young gentlemen, there is a great deal of difference between just right and a little wrong." One who knew him well has characterized him as follows: "He had a reverence for good intentions. He loved the sterling virtues of his pupils. He prized their moral excellence more than their mental acumen. Hundreds of his pupils confess that he started them in their career of usefulness, breathed courage into them if they were timorous; and while he refused to do their work for them he gave them a richer benefit in stimulating them to do their own work for themselves. He valued his pupils, not so much for what they knew, as for what they could and would learn. He did not love to crowd their memory with thoughts, so much as to enable them to think. He was careful not to overload their minds, and equally careful to develop them. His aim was not to give them knowledge, but to qualify them for getting it."

Prof. Park, who preached his funeral sermon, said of him: "He had a positive character. He was a positive character.

Tribute He spoke positive words. He did positive deeds.

It must needs be that such a man will give offense to some; but I have met men at the Falls of St. Anthony, and on the Alleghany Mountains; on a Mediterranean



DR. SAMUEL H. TAYLOR
Principal of Phillips Academy for Thirty-four Years

steamboat; on the Plains of Africa; at Constantinople and Athens;—men who were strangers to me, but gave me a hearty welcome because I lived in the house next to that of their former instructor. They inquired for his welfare, showed a pride in having been his pupils, and expressed the joy that they should feel if the minds of their children could be moulded by his strong hand."

One of his pupils wrote of him after his death: "Like the loadstone with an affinity for steel and iron, his character
What His recognized intuitively all that was good in other
Pupils Say men. I never saw in any man such a sympathy with the right intentions of others, whether these intentions were struggling against obtuseness, early disadvantages, or the pressure of poverty. Naturally a ruler, he had a strong moral sense of the necessity of training the young to obedient habits." Another said of him: "We had our eyes opened to comprehend what and how much was meant by 'classical scholarship.' At least the dullest of us saw 'men as trees walking.' We were taught how to study. We were compelled to some degree of accuracy and thoroughness in our lessons. He gave us some insight into the meaning and spirit of the works we studied. . . . It seems to me that his translations were models. They had not only the merit of fidelity to the exact meaning of the original, but they were given in English that was idiomatic, concise, elegant."

Prof. Park says of his teaching: "He was conscientious in the belief that classical learning is important for the wel-
The Value fare of our republic; that our statesmen should
of His be imbued with a love for the great writers of
Teaching antiquity; that our popular literature should be permeated with the elegance and the graces which come from intimate communion with the sages and the poets of

Greece and Rome. He, therefore, believed that he was discharging the duties of a good citizen and a patriot when he was holding up a high standard of classical learning, and urging men up to that standard, himself leading the way in the laborious ascent and demanding that his pupils follow him."

His method of conducting a recitation has been described in this way:

"The scene in his recitation room reminded one of a torrent rushing onward to the sea; one wave not waiting for another, every wave hastening forward as if instinct with life. Every mind was on the alert. Those who were naturally quick learned to be accurate before him; those who were naturally slow spurred themselves onward before him. He not only had a knowledge of his theme and an interest in it, but a knowledge of his pupils and an interest in them. He well understood the nature of young men; he divined their thoughts; his insight of their character appeared at times mysterious; he knew how to incite and embolden them. He derived a fresh esteem for them from the very fact that they could be incited to study and emboldened to press through obstacles. His stalwart person, sonorous voice, strong emphasis gave him one kind of power. His name has become a symbol of straightforwardness, and as success is the means of succeeding, his reputation gave him another kind of power, a kind which it will require years for a man to gain."

It was his own character that helped greatly to build character in others. His supreme effort was to mould and strengthen good character. He emphasized honesty, integrity, uprightness. In him no one could find anything specious or superficial. He had no use for tinsel or veneering—solid throughout or nothing.

In his teaching of the Latin and Greek languages and literatures he was thorough, exact, practical. No careless,

superficial work would pass with him. On one occasion as he was expounding the peculiar force of the Greek imperfect tense in painting or describing a continued action, suddenly he quoted the lines from Milton:

"He scarce had ceased when the superior fiend
Was moving toward the shore."

This gave us at once a clear conception of the force of the imperfect tense. Dr. Taylor was not a poet, but he had a fine appreciation of poetry.

Indeed, in his presence there was an atmosphere of poetry as well as of the sterner realities of life. As the warmer days came on in the spring of the year, his recitation room was changed from No. 9 in the Stone Academy to the large and airy room on the first floor of the old Brick Academy. In the morning, after prayers in the Stone Building, the Senior Class would follow two by two their great teacher to the other building. The path lay across the wide lawn of the Seminary. Here was a broad walk between two rows of stately elms. Dr. Taylor had a firm, elastic step, and as we followed him along that majestic archway our souls were filled with the beauty and sublimity of the scene. We could not help recalling the academic groves which we had read about in ancient history and there flashed upon our minds the imagery of Socrates and his disciples, Pythagoras and his followers, and even of the Great Master and his "Chosen Twelve." These feelings and sentiments were doubtless strengthened by the subject matter which we were then studying. The morning recitation during that spring term was upon the Eclogues and Georgics of Virgil. Those beautiful pastorals charmed him quite as much as the more stately poem called the "Aeneid."

Dr. Taylor appeared to be quite as familiar with the great poems in our own language as he was with the masterpieces of Greece and Rome. How he would dilate upon the wonderful rhythm and delicate, sensitive expression of thought in the "Iliad"! He would repeat in a transport of delight Homer's description of how Zeus from the heights of Olympus shot his arrows of pestilence down upon the black ships of the Greeks anchored before Troy.

Δευὴ δὲ κλαγγὴ γένητ' ἀργυρέοιο βιοῖο.

There was a real shudder in his voice as he pronounced that fearful word Δευὴ and then that beautiful instance of onomatopœia κλαγγή, which we have retained in our word *clang*. The line is completed with the rhythmical, flowing words ἀργυρέοιο βιοῖο. How he would ring the changes on the three sections of that one line, and then as one of his pupils afterward expressed it, suddenly his voice changed, as a new thought darted across his mind, and he repeated Milton's lines:

"Now Morn, her rosy steps in the eastern clime
Advancing, sowed the earth with Orient pearls."

"Gentlemen," said he, "There is more poetry in those two lines than in all the rest of English literature."

But the most startling lesson which we ever had, a lesson which brought to our minds a broader and greater variety of thought than any other was the first lesson in the Iliad the Iliad.

"Gentlemen," said Dr. Taylor at the close of the day's recitation, "Tomorrow you may provide yourselves with copies of Homer's Iliad and we will commence the study of that poem. Your lesson will be the first seven lines." We left No. 9 in high spirits. "What a short lesson! Only

seven lines! We will now have some extra time for other things." We provided ourselves with the text-book, translated the seven lines, closed the book and busied ourselves with other matters. The next day the class assembled. I give the account of that recitation from memory. While possibly it may not be exact in every detail, yet I am sure that the substance of it is absolutely correct.

"Bishop, read the Greek!"

Bishop reads:

Μῆνιν δειδε, θεά, Πηληϊάδεω Ἀχιλῆος.

"Pause there. Translate."

"Sing, O Goddess, the wrath of Achilles."

"What is this poem that we are now beginning to read?"

"It is called the *Iliad*."

"Who is the author of this poem?"

"It was written by Homer."

"What sort of a poem is this?"

"It is an epic poem."

"What is an epic poem?"

"I do not know, sir."

"Very good answer, sir, very good!"

"Do you know of any other epic poems?"

"Yes, sir, Virgil's *Aeneid* and Milton's *Paradise Lost*."

"What is the subject of this poem?"

"The wrath of Achilles."

"Is that subject expressed in the first line?"

"It is, sir."

But, really, this was a thought *we* never had before. It startled us.

"What is the first word of this line?"

"*Μῆνιν*."

"Does that express the title of the poem, as well as one word can?"

"It does, sir."

And here to us was a new thought.

"What is the first line of Virgil's *Aeneid*?"

"*Arma virumque cano, Trojae qui primus ab oris.*"

"What is the subject of that poem?"

"The warlike deeds of men."

"Is that expressed in the first line?"

"It is, sir."

"What is the first word?"

"*Arma.*"

"Does that express the subject as well as one word could?"

"Yes, sir, it does."

"What is the subject of Milton's *Paradise Lost*?"

"The Fall of Man."

"Repeat the first line."

"Of man's first disobedience, and the fruit of that forbidden tree."

"Does this first line give title to the poem?"

"It does, sir."

"What is the first word?"

"Of."

And then with a significant smile the preceptor adds: "O, the paucity of the English language!"

Here our minds were brought to consider the subjects of three great poems, the greatest in the Greek language, the most popular in the Latin tongue, and the best known in English that the world has ever produced. We not only considered the subjects, but the matter, the beginnings, and the fact that in each case the subject was contained in the first line of the poem.

Later in his life (1861) Dr. Taylor published a book of 150 pages, entitled: "Method of Classical Study; Illustrated by Questions on a Few Selections from Method of Classical Latin and Greek Authors." I have in my hand Study at this moment a presentation copy of this book with my name inscribed on the blank page, followed by the words; "With the respects of S. H. Taylor." The book contains questions on the first five fables of the Latin Reader; on Nepos, the first chapter of Miltiades; Cicero, the first chapter of the first oration against Catiline; Virgil,

the first thirty-three lines of the Aeneid; Xenophon, the first chapter of the Anabasis; Homer, the first thirty-two lines of the Iliad. This last list numbers nearly five hundred questions. These questions cover Greek words, their roots, their syntax, their form, their meaning; the subject matter; the poetic elegance; the author,—his personality, place and period of his life,—the hero; the narrative; the mythology; the poetic imagery; choice of words and many other subjects. I quote a few of these merely as samples of Dr. Taylor's wonderful art of questioning.

"Why is this poem called the Iliad? Is it definitely known when it was composed? How early was it known in European Greece? Was the author a European or Asiatic Greek? Who was the author? Is there any doubt in regard to the authorship? Can anything be ascertained about the personal history of Homer from his own writings? Was he probably born blind? Is it known when he lived? How many cities claim to have been his birthplace? What two places are generally recorded as having the strongest claim? Was the poem probably committed to writing by the author? Was writing known in the time of Homer? Who first collected the poems of Homer in the form that we now have them? Was the Iliad originally divided into twenty-four books as at present? How then were the different parts designated? What is the meaning of *Μῆνις*, at the commencement of the first book and other inscriptions at the commencement of the other books? What is the dialect of Homer? Is it older or later Ionic, or neither? General characteristics of the Ionic dialect? Why called Ionic? Where used principally? What is the subject of the poem? Why does not the author commence with an account of the circumstances which led to the disagreement between Achilles and Agamemnon, instead of reserving this account for the 365th line? Would the effect have been as impressive if the poet had given these circumstances in a narrative form, as they are coming from the lips of Achilles himself? Why does *μήνιν* stand as the first word? Derivation? If from *μένω* what is its precise meaning."

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Here follows the etymology and syntax of the words in the first few lines. Farther on in the list, we find the following:

"Why does the poem speak of giving their bodies to *dogs and birds of prey*? Is there anything particularly harrowing to the mind of a Greek in such a thought? Why? What kind of birds are denoted?" Still farther on: "How was the will of Zeus accomplishing? What was his will or purpose? If it was his purpose to give success to the Greeks, how are these woes that are now befalling them to be explained?"

"Was the Greek originally written in capitals or in the cursive letters such as are now used? How early were the cursive letters introduced? Were the words originally separated from each other by spaces as at present, or written together without spaces?"

"Do the general laws of scanning apply to the Greek the same as to the Latin? In scanning Greek is a final vowel before another word beginning with a vowel to be omitted as in Latin? Are all the elisions made in the composition of Greek poetry which are intended? Was hiatus, i. e., one word ending with a vowel, and the next beginning with a vowel, to any extent allowed in Greek poetry? Does it occur in Greek more or less frequently than in Latin? Can the quantity of the vowels be determined more easily in Greek or in Latin? Why? How many of the Greek vowels determine their quantity by the form? What are they? Is this true of any of the vowels in Latin? Only how many vowels in Greek, then, do not determine the quantity by the form? Are not even these, however, when standing before another vowel, or a single consonant in most places short? How many times are these vowels long except before two consonants or a double consonant in the first twenty-five lines of the *Iliad*, and how many times short?"

"Is the proportion of vowels here greater or less than in prose? Why so? In the first seven lines of the *Iliad* do the vowels or consonants predominate? In what proportion?"

How is it in the first seven of the Aeneid? Does that predominance of consonants over the vowels hold generally in the Latin? In Greek what is the proportion of vowels to consonants? How many diphthongs in the first seven lines of the Aeneid? How many in the same of the Iliad? Does that indicate the relative number in the two languages?"

At the close of this book are thirty pages of notes upon these questions. These notes are certainly of great value, especially to teachers. The book from which Chryseis these questions have been taken is published by Thompson and Brown, Boston.

I cannot close this subject without referring to a single line in the Iliad. It is the 439th line of the first book. It reads as follows:

Ἐκ δὲ Χρυσηΐς νηὸς βῆ ποντοπόροιο.

The story had been told, how the Greek sailors left their black ships upon the shore in front of Troy, and on their marauding expeditions had found, far down the coast at the foot of Mt. Ida, an old priest of Apollo with long gray hair, named Chryses. He had a beautiful daughter whom they captured and carried away with them. The old priest had prayed to Apollo for vengeance upon the Greeks. Apollo had clasped the knees of Zeus and importuned him until he consented by a nod of his eyebrows. This nod made Olympus shake, and he sent down his arrows of pestilence upon the Greek ships. "And fearful was the twang of his silver bow." The ship-fever was making terrible devastations among the Greek sailors. At last the officers of the Greeks applied to their soothsayers for advice as to what they should do to avert the calamity. They were told to send the maiden back to her home. Reluctantly they complied, and when the party had reached the shore near her home the narrative says that the maiden went on shore from the seagoing boat. Homer cites this fact in the line given above.

The question is now asked, "How did she get on shore from the boat?" The student replies, "We are not told." The answer is, "I think the author tells us."

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"I do not see it, sir."

"In what sort of verse is this poem written?"

"Hexameter verse."

"What feet are used in this verse?"

"Dactyls and spondees."

"The fifth foot of hexameter verse is what?"

"A dactyl."

"The other feet?"

"May be either dactyls or spondees."

"Which are the more numerous, dactyls or spondees?"

"Dactyls."

"Did you ever see a line with five spondaic feet and only one dactyl?"

"No, sir, that would not be according to the rules for hexameter verse."

"Please scan this line."

Ἐκ δὲ| Χρυσῆ|ς νῆ|δος βῆ| ποντοπό|ροις

"What is the first foot?"

Ἐκ δὲ."

"What is that, dactyl or spondee?"

"Spondee."

"What is the second foot?"

Χρυσῆ."

"What is that?"

"A spondee."

"The third foot?"

ἰς νῆ."

"What is that?"

"A spondee."

"The fourth foot?"

δος βῆ."

"What is that?"

"A spondee."

"The fifth?"

ποντοπό."

"What is that?"

"A dactyl, of course."

"The sixth?"

ροις."

"What is that?"

"A spondee."

"How many spondees in this verse?"

"Five, sir."

"Well then, Homer made a mistake, didn't he?"

"It looks so, sir."

"Well, I don't think he did. How do you suppose this girl got ashore?"

"We are not told, sir, but I think they may have rowed the boat against a rock and she may have jumped ashore."

"A very natural guess, but she didn't go ashore that way. Guess again."

"Perhaps she was so pleased to reach her home that she jumped overboard and waded ashore."

"Very good, but not correct."

"Possibly a sailor took her upon his shoulders and carried her ashore."

"That is not right, either."

"Well, I don't see then how she did go."

"Well, she went ashore on a gang-plank."

"What is the evidence, sir, of that?"

"If a timid maiden should attempt to go on shore from a boat, how would she walk that gang-plank?"

"I think, sir, she would be very timid for the first half, and then run."

"That is exactly what she did, and the poet has told you that by the structure of the verse in this one line."

"Now scan it."

"Ἐκ δὲ| Χρυσῆ|ς νη|ὸς βῆ| ποντοπό|ρου."

At the time of which I am writing Dr. Taylor was in his forty-seventh year, in the prime of his manhood. He had

been the principal of Phillips Academy sixteen years. He was in the full vigor of middle life. His teachings were of such a character as to impress with the utmost force the minds of his pupils. I have heard it stated that at one time he was invited to become the President of Dartmouth College, his alma mater, and that his reply

was a reference to Nehemiah, sixth chapter, third verse, first clause, which reads: "I am doing a great work and cannot come down." He regarded his work of fitting plastic minds for college of vastly more importance than the work of a college president. He thought that in the case of college students, their character in general has already been established, but that among young pupils in preparation for college, a far greater work can be done in moulding the character of the next generation. Therefore, in his mind, the position of Principal of Phillips Andover Academy was a post of greater usefulness than that of the President of Dartmouth College.

I remember vividly a conversation with him at one time upon the advantages of a college education for a young man.

Ability is
Capital He began his argument by saying that in mercantile business capital is absolutely necessary for success. Ordinarily, the larger the capital, the greater the chances of success. Capital may be in money or ability. A large portion of the failures in mercantile life are the failures of young men, that is, men without that capital which comes from knowledge and good judgment.

Mental power, therefore, the Doctor claimed, is important capital in business. Then he asked the question, if a young man twenty years of age knew that he was to live and be engaged in mercantile business forty years, would he be more likely to win great success in life by entering at once upon his business career, or by enlarging and disciplining his mental faculties for five years, leaving him but thirty-five for the activities of business life. I replied to him that I thought the latter course would be the wiser. That was about fifty-five years ago. During this half-century

and more, I have watched the careers of thousands of young men and I am more and more confident that my opinion expressed at that time was correct. Whatever a man's career is to be, whatever the business in which he may be engaged, he will inevitably make a broader man and a stronger man, and ought to be a more useful man for disciplining his mind by a course of college study.

The death of Dr. Taylor took place January 29, 1871. The last week in November, 1870, was my vacation week in school, and with my oldest son, then in his twelfth year, I visited Andover. I wanted my son to see this distinguished scholar, my former instructor, whom I regarded as the greatest teacher in America. It was near the close of the school term and I visited his class in Xenophon's *Anabasis*, then having review lessons. He had a class of over fifty young men, and he held their closest attention upon the review lesson for two full hours. The intensity of thought, the practical manner, the sharp and incisive questions, the prompt and intelligent answers, I can never forget. During the recitation some one knocked at the door. A member of the class opened the door and invited in a gentleman in clerical dress, who came forward and was cordially greeted by Dr. Taylor, given a book, and invited to take a seat. The recitation went on. After the class had left, Dr. Taylor then introduced me to his visitor, calling him by name and saying, "I believe I have not seen you since you left school here. That was thirty-five years ago, but I have followed your course. I don't quite remember where you are located now, sir." The clergyman replied, expressing his surprise that Dr. Taylor remembered him, and naming his residence, stating that he was rector of such and such a church.

After that when this gentleman had withdrawn Dr. Taylor evidently took pleasure in showing me the new Academy building, and then he introduced another subject,—the newer methods of teaching Latin and Greek. He had many questions to ask concerning these new methods, and before closing the conversation he showed clearly that he was seriously considering a change in his own method of teaching, in accordance with the spirit of the times. I believe that if he had lived another year, he would have materially modified his method of instruction.

It is a little singular that the death of Dr. Taylor was so much like that of Thomas Arnold. Dr. Arnold died on Sunday morning, June 12, 1842, at the age of forty-seven years. The malady which cut short his life was an acute attack of heart trouble which he had experienced to some extent the day before. Dr. Taylor died on Sunday morning, January 29, 1871, aged 63 years and nearly four months, from an acute attack of heart disease from which he had suffered somewhat the day previous. On that Sabbath morning Dr. Taylor was to conduct a Bible lesson for his students in the chapel of the Academy. He left his house in the midst of a severe snowstorm, and against the advice of his wife. In reply to her request that he would not go out, he said that his duty was with the school and he must go. He reached the building, passed up the steps into the vestibule, and fell to the floor. He was immediately surrounded by two hundred or more of his pupils and in ten minutes he died in the arms of his son. He was buried in the cemetery on Andover Hill, and the Alumni of the Academy reared a granite monument over his grave. On one side of this monument is the following inscription:

SAMUEL HARVEY TAYLOR.

BORN, OCTOBER 3, 1807.

PRINCIPAL OF PHILLIPS ACADEMY

FROM 1837 TO 1871.

SIX THOUSAND PUPILS

WERE UNDER HIS CARE FROM 1829 TO 1871.

SURROUNDED BY HIS BIBLE CLASS

ON SABBATH MORNING, JANUARY 29, 1871

HE FELL AND DIED

IN THE VESTIBULE OF PHILLIPS ACADEMY.

THE ALUMNI OF THE ACADEMY REAR THIS MONUMENT.

On the opposite side is the following which it is understood was written by his former pupil, Rev. Dr. Alexander McKenzie, of Cambridge:

“BOLD, RESOLUTE, FIRM,
STRONG IN BODY AND IN MIND,
HE SPAKE WITH AUTHORITY.

HIS SKILL IN LETTERS;
HIS LOVE FOR THE WISDOM OF THE ANCIENTS;
HIS VENERATION FOR LAW, ORDER, DUTY;
HIS ENTERPRISING, VIGILANT AND FAITHFUL LIFE
MADE HIM A MAN OF MARK.

AS AN EDITOR, AN AUTHOR,
VERSED IN AFFAIRS
NOT LESS THAN IN VARIOUS LEARNING,
HE WON LAURELS
WHICH HE LAID AT THE FEET OF HIS LORD.

HUNDREDS OF HIS PUPILS
PAID HIM THEIR TRIBUTE OF GRATITUDE
WHILE HE LIVED,
AND MADE GREAT LAMENTATION OVER HIM
WHEN HE DIED.”

CHAPTER VI

BROWN UNIVERSITY

DURING our senior year at Andover the class numbered sixty-four. Of these fifty or more entered college. They were distributed through nearly all of the colleges of New England, the larger numbers gravitating to Harvard, Yale and Amherst. Only three entered Brown University. These were Samuel W. Abbott, Edward L. Clark and the writer; Abbott graduated from Brown in 1858, and from Harvard Medical College with the degree of M.D. Through the Civil War he had an honorable record as surgeon in the Navy. He practised medicine in Wakefield, Mass., and subsequently distinguished himself for many years as Secretary of the State Board of Health in Massachusetts. Edward L. Clark graduated from Brown and from the Andover Theological Seminary; had an honorable career in the Civil War, and was eminent as a preacher, lecturer and author. During the last thirty years or more, he served a prominent church in New Haven, another in New York City, and a third, the Central Congregational Church, Boston.

Of course, there was much discussion among those young men at Andover as to what college they would enter. My
To what own decision was arrived at in accordance with
College? the following reasons:

1. It was a small college. It had only about two hundred students with a faculty of ten or a dozen men.



BROWN UNIVERSITY IN 1858
From a Steel Plate Engraving Prepared and Published by the Author in that Year

2. It had no tutors or young instructors, but, on the other hand, every man of the faculty was a man of exceptional ability, with a national reputation, while many of them were well-known and honored in foreign lands.

Dr. Francis Wayland was still its president, and professor of mental and moral philosophy. Prof. Alexis Caswell taught mathematics and astronomy; Prof. George I. Chase, chemistry, physics and geology; Prof. William Gammell, history and political economy; Prof. John L. Lincoln, the Latin language and literature; Prof. Robinson P. Dunn, rhetoric and English literature; Prof. James B. Angell, the modern languages and literature; Prof. Samuel S. Greene, mathematics and civil engineering; Prof. Albert Harkness, the Greek language and literature; Merrick Lyon, instructor in Greek, one year; Samuel Brooks, instructor in Greek part of a year. President Wayland resigned his position in 1855 and Dr. Barnas Sears took his place. Here was a splendid galaxy of college instructors.

3. The college was located in the midst of an intelligent community, was well endowed, had a good library and other large and valuable libraries were in the immediate vicinity.

Two hundred students and a faculty of ten men; the average, twenty to one professor. Today this university has in its college courses one thousand students and a faculty of nearly a hundred; average, ten to each instructor. But there is another difference besides the contrast in numbers. Fifty-four years ago every member of the faculty, as has already been mentioned, was a strong man with large experience and a national reputation. Today by far the greater number of instructors are

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young men, recent graduates with slight experience. It is true that they have been trained in the modern school, and certainly do not lack in scholarship. A few years ago in looking over the catalogue of Brown, I noticed that eight members of the faculty had been fitted for college in my own school.

In my day there were four college buildings besides the library and the president's house. Today the college owns and occupies three or four times as many buildings, with ample grounds, large athletic field, gymnasium with swimming tank and all modern improvements, and they are now building the new John Hay Library, for which more than \$600,000 has already been given.

A few years before my entrance to Brown Dr. Wayland had put in operation his new plan for the college curriculum.

Wayland's Hitherto, like all our New England colleges,
New Brown had followed substantially what was
Plan called the "Classical Course." For many years it had allowed two courses of study, one, the regular classical course, leading to the degree of A.B. and the other ending with the Ph.B. Wayland's new course gave the A.B. at the end of three years and the A.M. at the end of the regular four years' course.

In 1855 Dr. Wayland resigned his office and Dr. Barnas Sears became president. Dr. Sears did not wholly sym-
Changes pathize with what was called "Wayland's new
in the plan" and gradually returned to the standard
Curriculum curriculum. Still, the A.B. and Ph.B. courses have been continued from that time till now. Beginning with Wayland's new course, the departure from the old standard classical curriculum has been steady and continuous to the present time. The number of electives has

gradually increased and new courses have from time to time been added.

Present At present the college has the following courses:

Courses 1. For the degree of A.B.

2. For the degree of Ph.B.

3. For the degree of Sc.B. in Civil Engineering.

4. For the degree of Sc.B. in Mechanical Engineering.

5. For the degree of Sc.B. in Electrical Engineering.

6. For the degree of A.M.

7. For the degree of Sc.M.

8. For the degree of Ph.D.

The entire courses of instruction today cover the following departments: art; astronomy; Biblical literature and history; botany; chemistry; civil engineering; comparative anatomy; economics; English; geology; Germanic languages and literatures; Greek language, literature and history; history; Indo-European philology; mathematics; mechanical engineering; mechanics and mechanical drawing; philosophy; physics; Latin language, literature and history; Romance languages and literatures; social and political sciences. To this list have been added: education, electrical engineering, and physical training.

Fifty years ago Brown University had, in my judgment, as strong, vigorous and effective courses of education as any college in the country, and I believe it is giving today as solid, substantial and practical an education as any of the colleges. During the past half-century great changes have taken place in college education. All branches of education have been modifying and broadening in accordance with the supposed requirements of the time. Our industries have broadened wonderfully, science has made great discoveries, the applications

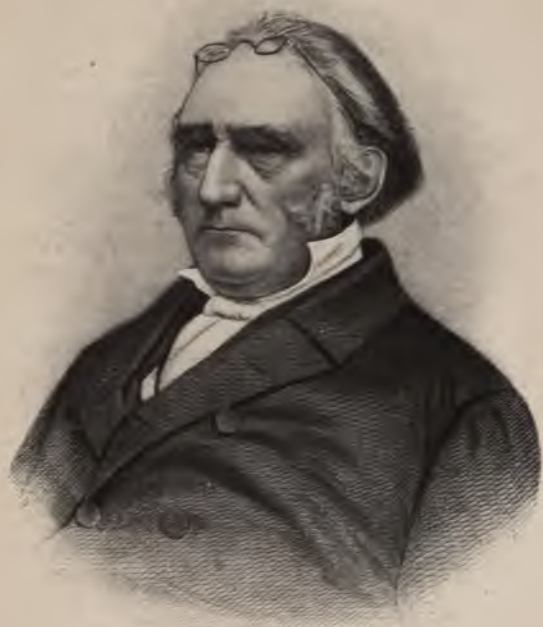
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of chemistry in the arts and in practical life have been almost infinite, so that a strong disposition has been manifested to break away from the past and carve out new lines for the future.

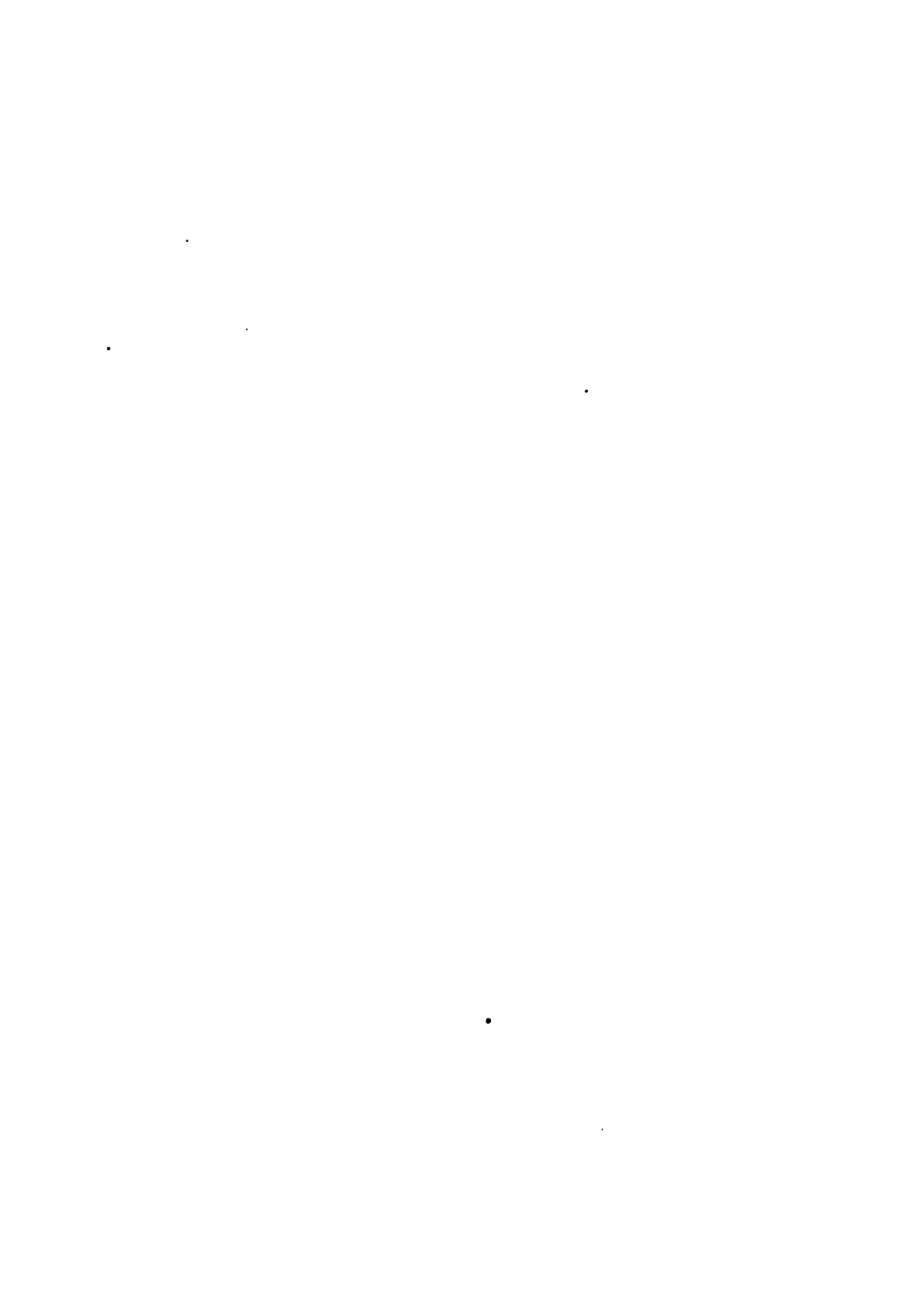
The universal establishment of public high schools and the large patronage given to high-grade private schools and **Growth of Secondary Education** strongly endowed academies have not only modified the secondary education but greatly increased it. Hence the colleges of today have grown out of all proportion to the increase of the population. They may be roughly divided into large colleges and small colleges.

There are those who hold that it were better to have fewer colleges and large ones only. I have heard it argued that **Large and Small Colleges** New England should have only two colleges,—Harvard and Yale. To this doctrine I cannot subscribe. I am inclined to think that we ought to have more colleges in number, rather than less. In the first place, every college has its local following and its local patronage. A large number of colleges will inevitably educate a much greater number of persons than could be induced to attend a few leading institutions distant from each other. Again, I am strongly of the opinion that while the larger colleges manifestly offer superior advantages in many ways, yet, any young man can, I am sure, derive greater benefit in various directions from a course in a smaller college.

In the small college the class spirit runs high. Each man **Class Spirit in Small Colleges** knows personally all the members of his own class. He measures himself with his peers. The benefit which he receives from his classmates is no small part of his college course. I heard



DR. FRANCIS WAYLAND
President of Brown University for Twenty-eight Years



a strong man who had a son in college say, that he considered that what his son acquired from his classmates was greater than what he acquired from his books and his instructors. The friendships formed in college are of more value in after life than has generally been supposed. In the larger colleges several instructors are necessary in one branch of learning. There may be advantages in this course, but in my class we received all of our instruction in Greek from Professor Harkness; in Latin from Professor Lincoln; in French from Professor Angell, in chemistry from Professor Chase, and so I might enumerate other studies. The class is a unit with one instructor in each branch of study. The aims and aspirations of the students are similar and it would seem natural that the advantages derived under such circumstances would be superior to what might be attained in a class which is broken into fragments with different instructors in the same branch, especially when it happens that these instructors are of an inferior grade.

It may seem surprising to some that the elective system in colleges has become so universal. Whatever other arguments may be presented in favor of electives it is without doubt true that an important, if not the chief reason, is the thought that by choosing certain studies and refusing others one may shorten his course, and by saving time finish his school days earlier. I fancy very many young men make their choice of electives with this in mind. Some of our universities are so managed that the fourth year of the college course counts also as the first year of the law course, thereby abridging the student life one year. Is it not plainly true that in our country today the educated young men are entering upon their profession at too early a period in their lives? Would it not be better

The
Elective
System

to make a sharper distinction between education and technique? Educate the man before you make him a lawyer, a doctor, or a merchant. The college course should be principally for mental development, for enlarging one's powers, for broadening his mind.

Another important question presents itself;—what is the most desirable age for entering college? In actual life we find great diversity upon this point. Probably College, at What Age? it always has been so. Some of our most distinguished scholars and most noted men have entered college very early in life. Perhaps an equal number equally distinguished have entered quite late in life. Probably there always will be exceptions. Many a young man finds it impossible to be prepared for college early. If he receives a college education at all it must come in more mature years. I find that of twenty-three of my classmates in college, whose ages I have, the youngest on entering was fifteen, the oldest, twenty-three. The average age was eighteen years and four months. John Hay entered at sixteen with only one younger than he. Two entered at twenty-three.

Some years ago President Eliot, in his annual report, stated that the average age of the students in Harvard had Age at Harvard been gradually increasing until at that time it was eighteen and a half years. He thought this to be quite old enough, if not too old. Perhaps the inquiry might be made whether the previous action of President Eliot in complaining that the preparatory schools do not carry their students far enough, and his insisting that more work should be done in the secondary schools, may have had something to do with the average age. Indeed, it has been claimed that this college president was responsible

for adding one year's solid work, if not two, to the preparatory courses for the New England colleges. It would seem from the record of my class that fifty years ago the average age at Brown was not far from eighteen and a half, and I am inclined to think, although I have not the data at hand, that the age has somewhat diminished since that time.

But the question returns, what is the most desirable age for entering college? While some bright boys, who have

Most had superior early advantages may enter college
Desirable successfully at the age of sixteen, or even younger,
Age

I am strongly of the opinion that it would be to their advantage to delay entering for a couple of years at least. It is possible that those who are unable to begin their college course, even before they are twenty-five years of age may prove in the end quite as well off as if they had entered earlier. Those who enter at an early age have the advantage of beginning their business or professional life earlier, but it is equally certain that they have not received from their college course of study so broad a mental equipment as would have been the case a few years later. My observation, in a long life, has convinced me that we Americans begin life too early for the greatest success. In the history of the Jews we are told that by divine command the priests must not enter upon the sacred office until they were thirty years of age. The Almighty is not in the habit of making mistakes. Having thus briefly discussed colleges of half a century ago and the colleges of today, let us return to my own experience at Brown University.

In those days the Commencement Exercises were uniformly held on the first Wednesday of September, not as now at the close of the year's work in June. The next three days after Commencement were

devoted to the entrance examinations. Several weeks before that date I had taken a cold and had not rallied from it. At the time of the examination I was suffering from a severe headache, but passed without conditions. We were to begin our recitations the following week, but that week found me at home under the doctor's care with a raging fever. I had a relapse and was not able to begin college work until the first Monday in December. Although I had lost three months I was permitted to enter the class at that time and from my mature age and the thoroughness of my preparation, I found no difficulty in making up the lost time. My study of Greek during the freshman year was under the direction of tutors, filling a vacancy, but in the sophomore year I thoroughly enjoyed Professor Harkness, who having just returned from his study in Germany had been appointed to that chair.

I have been told that in Professor Lincoln's earlier days he studied for some years in Germany, fitting himself to be a professor of Greek. On his return there

<p>Changed Plans of Two Professors</p>	<p>chanced to be a vacancy in the chair of Latin and he was invited to take the place, and accepted the position which he held without interruption for forty-six years.</p>
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On the other hand, it was said, that Professor Harkness went to Germany to fit himself for the chair of Latin, and having received the degree of Ph.D. at the University of Bonn, returned to this country in the summer of 1855, when he found a vacancy in the chair of Greek at Brown University. The position being offered to him he accepted it and taught with wonderful success that language and literature for thirty-seven years. If these statements are true I have no doubt that both men did better work than they would have



WILLIAM A. MOWRY AT THE AGE OF TWENTY-FIVE

From an ambrotype

done had each one taught the language for which he had prepared himself. They were broader men because of the course they had taken. Both acquired a world-wide celebrity from the text-books which they wrote. They were both superb teachers, greatly respected and beloved by their classes.

I recall one particular recitation in Livy, when Gilmore, who took the valedictory in our class and has now for many years been Professor of Rhetoric in the University of Rochester, was called on by Professor Lincoln to translate. The sentence told how Hannibal in crossing the Alps made camp and pitched his tents on the frozen ground. The Latin verb used for "pitching tents" was *figo, figere, fixi, fictum*. Gilmore in translating used our English verb, "fix"; they "fixed their tents." Professor Lincoln called a halt at once and directed our attention to the strict meaning of this verb both in the Latin and in English. He told us that the meaning was to "fasten," "to make firm" and that it was just the verb to be used in this instance, that the Latin verb had a broad meaning,— "to fix, fasten, drive in, attach, affix," and that the English verb *fix* was almost exactly the same, as it meant to "make firm, stable, or fast; to set or place permanently; to fasten immovably, to establish; to implant; to secure; to make definite." After complimenting Gilmore upon the choice of this word "fix" in the translation, he called our attention to the colloquial and improper use of the term,— to arrange; to dispose of; to adjust; to set to rights; to repair; to determine, and he told us how the lady would say, "I *fixed* my hair," where she should say, "I arranged my hair," and the upholsterer would say, "I fixed the broken chair," where he should say "I repaired the broken chair,"

and various other illustrations of this sort. All of Professor Lincoln's students will say that his translations were wonderfully exact and at the same time were given in the most elegant English diction.

Professor Harkness constantly brought to our minds the beauties of the Greek language, the exactness of thought, the purity of diction, and the poetical imagery.

Professor Angell was a graduate of Brown in the class of 1849. He studied in Europe three years after his graduation and became professor of modern languages at Brown in 1853. Everybody loved "Jimmie Angell." He was a careful, particular, exact teacher, genial and affable in conversation, and has since had a most remarkable career. He was professor of modern languages in Brown seven years; editor of the *Providence Journal*, six years; president of the University of Vermont, five years; and has now been president of the University of Michigan, thirty-seven years, being the oldest in service of the college presidents in this country. He is well known all over the world from the governmental positions which he has held. He was minister to China, and chairman of the Special Committee to negotiate treaties with China in 1880-1881; member of the Joint Commission of the United States and Great Britain to settle the Fisheries Question, 1887-1888; chairman of the International Deep Water-ways Commission, 1896, and minister to Turkey, 1897-1898. He wrote the article on the "Diplomacy of the United States" in Winsor's *Narrative and Critical History of America* in 1888.

Professor Caswell from 1850 to 1863 had the chair of mathematics and astronomy. He graduated from Brown

in the class of 1822. He became professor of mathematics and natural philosophy in his alma mater in 1828, and **Alexis Caswell** served the university in various positions till his death in 1877. He was president from 1868 to 1872. He was a careful teacher, a genial gentleman, and a friend to everybody.

Professor Greene also taught us mathematics. He was a most skilful teacher, following more closely the laws of **Samuel S. Greene** pedagogy than any instructor I ever had. He had taught the country school and a Massachusetts academy. He had been master of a grammar school in Boston, and a teacher in the Boston English High School. He had served as agent for the Massachusetts Board of Education, as superintendent of the public schools of Springfield, and superintendent of the public schools of Providence. He was the author of various valuable text-books upon the study of the English language. His method of approaching his subject and unfolding it was always, it seemed to me, in accordance with the strictest rules of pedagogy.

Professor Chase was a superior teacher. Under his instruction I took the courses in physics, chemistry, physiology and **George I. Chase** geology. He taught both by the lecture and the laboratory method. His experiments were uniformly successful. He was a master of thought and of language; his mind was logical; his diction was simple, but elegant. After my college course, while I was teaching in the Providence High School, I was a member of a private class to which he gave instruction in Butler's Analogy. It was a rare piece of good fortune by which I was enabled to hear those lectures. Professor Chase was a ripe scholar, for many years an intimate associate with President Wayland. They took daily walks together, and I have often fancied

that many of the illustrations from natural science which Wayland uses in his Intellectual Philosophy must have come to him from the fertile mind of Professor Chase.

It is not necessary for me to mention all the members of the faculty at that time. Indeed, I could not speak from personal experience of the instruction given by Professor Gammell or Professor Dunn as I was obliged by ill-health to leave college before coming to their courses. They were both superior teachers.

I desire to say a word concerning President Sears, although I received no class instruction from him in the college. I first made his acquaintance in the spring of 1850 at the teachers' institute, already mentioned, at Medway. I heard him lecture subsequently at teachers' institutes while he was Secretary of the Massachusetts Board of Education. He was a strong man, a clear thinker, of wide reading and research, with a pure mind, of the proper altruistic spirit. He was a successor of that eminent educator, Horace Mann, holding the office of Secretary from 1848-55, and was President of Brown from 1855-67, at which time he was appointed general agent and manager of the Peabody Education Fund for the South. In this latter position he displayed great energy and activity, always with judgment and marked success. His work in this position was of untold service to the cause of education in the southern states. He held the office until his death. He died at Saratoga Springs, July 6, 1880. He had gone there for the purpose of reading a paper which he had prepared for the American Institute of Instruction. That paper, which was read by Dr. George E. Ellis, of Boston, was entitled "Fifty Years of Educational Progress." It was a remarkable paper. It was



BROWN UNIVERSITY IN 1908

listened to throughout with rapt attention, and the closing paragraph thrilled everyone who heard it. It was as follows:

"Fifty years ago, let me say in conclusion, we thought we had nearly reached the goal of human knowledge. We now look back on what we knew then, somewhat as we then looked back on what the ancients knew. Let us learn to think modestly of our attainments, and wonderingly at the unsolved mysteries of our own being, of nature and of Providence. The time may come when they and we, and all men of our day, will be regarded as mere smatterers in knowledge. What we know not, and cannot know in this age, may be revealed to those who come after us.

"HUMILITY IN THE SOLEMN PRESENCE OF A MYSTERIOUS UNIVERSE, AND REVERENCE FOR THE POWER THAT FRAMED IT, BEST BECOMES THOSE THAT ARE BUT THE CREATURES OF A DAY."

CHAPTER VII

THE PROVIDENCE HIGH SCHOOL

THE history of the schools of Providence is of great interest to the student of education. It would seem that there was no adequate system of education in that city or in the state of Rhode Island prior to the year 1800, and indeed, not until after 1828. The law which finally established a full system of schools for the state was passed in the latter year. In the year 1799 a law had been passed by the General Assembly establishing a system of free schools throughout the state. That law was repealed in the year 1801. The Common Council of the city of Providence passed an ordinance establishing twenty-four schools for the city. The Board of Aldermen reduced the number to twenty. The Council refused to concur in the amendment. Long debates followed in both boards.

Meantime, as years passed by, the schools were still inadequate. It was not until the year 1838 that an ordinance went into effect providing for the reorganization of the school system. The plan then adopted included the establishment of a high school, six grammar schools, and ten primary schools. It provided also for the office of superintendent of schools. Then the modern system of free education in that city began. Mr. Nathan Bishop was chosen as the first superintendent of public schools. This was the beginning of city superintendency of schools in New England.

After a long and bitter controversy the high school building was erected, and was dedicated on the twentieth of **First** March, 1843. This was the brick building on **High** Benefit St., opposite the First Baptist Church, **School** and now used as a courthouse. Its original cost, including the land, curbing, grading, etc., was \$21,484.79. The building itself was 76 feet in length and 56 feet in depth. The first floor contained offices for the superintendent and a chemical laboratory. On the second floor were four session rooms for the girls' department. The third floor was divided into three rooms,—a large hall, and two smaller session rooms for the boys' department. The first two teachers for the boys were Henry Day and Albert Harkness, and for the girls, Esther J. Coburn and Mary Williams. During the next fifteen years, in addition to these original teachers were: James M. Keith, Isaac F. Cady, William Jillson, James E. Leach, George Capron, William A. Tolman, Peter S. Byers, Edward H. Magill, Harris R. Greene, J. F. Butterfield, Wm. G. Crosby and Benjamin H. Bailey.

In the girls' department, in addition to Miss Coburn and Miss Williams, during these fifteen years were the following:—Frances Ellison, Mary E. Blair, Harriet L. Cady, Caroline C. Stone, Emma M. Converse, Ruth L. Wells, Nancy J. Bigelow, Mary A. Shaw, Eliza W. Houghton and Sarah E. Doyle. Miss Mary A. Shaw was principal of the girls' department for several years prior to 1860, when she resigned and established a private school for girls, on Benefit Street. Then Miss Susannah E. Jackson, of Andover, Mass., became principal and remained in that position for a number of years. Subsequently Miss Sarah E. Doyle was chosen principal, which position she held for many years. From 1859 to 1864, the teachers in the boys' school were

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John J. Ladd, William A. Mowry and Samuel Thurber; in the girls' department Susannah E. Jackson, Eliza W. Houghton, Sarah E. Doyle, Mary Reynolds, and Emily A. Shaw.

In the year 1864, after Mr. Ladd and myself withdrew from the school, the teachers were Samuel Thurber in the classical, David W. Hoyt in the English, and Thomas B. Stockwell in the junior class.

In May, 1858, having been appointed to a vacancy in the school, I took charge of the Junior Room of Boys. This **Members of** room received all the lads who were then promoted from the six grammar schools to the high **Junior** school. They were divided into two classes **Room** called respectively, the Latin Class and the English Class, numbering in all between fifty and sixty.

That was just fifty years ago, and it is easy for me, in reading their names, as they stand in the record now before me, to recall the characteristics of many of them who have had, in this half-century, successful careers. There was Samuel D. Allen and Daniel Angell, Jr., Richard M. Atwater and George B. Barrows. There were John R. Bartlett, Jr., since distinguished in the Navy, Zephaniah Brown and Louis H. Comstock, Charles F. Easton, Andrew J. Gray, William A. Hoppin, George W. Huntington, Henry S. Latham, Jr., Warren R. Pirce, the noted patent lawyer, Wm. D. U. Sherman, and in the English Class: George T. Baker, Charles H. Fay, Jr., Newton Earle, Edward S. Hathaway, Peter Hunt, Henry J. Johnson, Milton Lindsey, Henry H. Metcalf, Peyton H. Randolph, Walter C. Simmons, Jr., Charles L. Stafford, Edward A. Taft, and Samuel A. Wolcott.

My Latin class numbered about twenty-five and during

the year that class studied with critical exactness the entire Latin Grammar by Andrews and Stoddard, and read fables, anecdotes and Roman History. At the close of the year, according to the custom then in vogue, the class must pass a thorough examination on the year's work. The superintendent, Rev. Daniel Leach, asked me to prepare twenty questions from which he could select ten for their examination. I prepared twenty questions, covering the whole year's work and submitted them for his inspection. He expressed great surprise, and kindly informed me that the examination was too difficult altogether for the class of the first year's work in Latin. I replied, "No, sir, they can do it easily and average ninety per cent." But he thought I was wild to make any such statement as that, and selected from the twenty the ten easiest questions. I begged him to put in some of the others, but he thought the ten already selected were quite difficult enough. The examination was entirely satisfactory, and if my memory serves me, showed that the whole class had over ninety per cent. correct answers. I am sure that I was not then aware how much that examination had to do with my reputation as a teacher.

In the fall of that year, Mr. Crosby, then principal of the English and Scientific Department, resigned his position and I was asked to be a candidate for the place. I refused. I did not think that I had been in the school long enough to prove my fitness for so responsible a position. The place was taken by Mr. John J. Ladd, a graduate of Dartmouth College, who came, if I mistake not, from Woburn, Mass. In the summer of the next year (1859), Mr. Magill had a call to become the Sub-Master of the famous Boston Latin School. He accepted the

position and Mr. Ladd was transferred from the English and Scientific Department to the Classical. I was then invited to take the place at the head of the English Department, was elected and took the position in the middle of the summer term. This position I held for five years, except that I had leave of absence for one year to do service in the United States Army.

Early in September, 1862, when the country was greatly depressed by the failure of McClellan's expedition upon the Peninsula towards Richmond, recruiting was almost at a standstill. Two regiments were called for from Rhode Island, but very few persons were at that time enlisting. A committee of five had been appointed by the Young Men's Christian Association to aid in securing enlistments with the hope of raising a company. After six weeks of laborious effort this committee had secured just half a dozen names. It was evident that something must be done. The Mayor, James Y. Smith, held public meetings to encourage enlistments. Four or five of us young men personally agreed to enlist and at once left our names with the Association.

We then held meetings every evening for a fortnight in Roger Williams Hall at which all the speakers were enlisted men. At the end of fifteen days we had enlisted three full companies, of one hundred men each, two being attached to the Eleventh Rhode Island, and the third to the Twelfth Regiment. These three companies were placed under the command of Joseph H. Kendrick, William A. Mowry and Edward S. Cheney. These were nine months' regiments, and our regiment, the Eleventh, served within the defences of Washington; at Suffolk, Va., under Gen. Peek, in the campaign against Gen. Longstreet in the spring of 1863; and on

Captain in
the 11th
Regiment



WILLIAM A. MOWRY, CAPTAIN OF COMPANY K, 11TH R. I.
VOLUNTEERS

From a photograph by Brady, Washington, D. C., 1863

the Peninsula at Yorktown and Williamsburg. We were mustered out on the thirteenth of July, 1863, and at the opening of school in September, I returned to my duties in the High School.

I remained in that position until February, 1864. The Boys' School, both English and Classical, continued to be **Studies** composed of three rooms, and the Girls' School of **Taught** five rooms. The Classical Course and the English and Scientific Course were each four years in length. The two classes, Latin and English, for the first year were in the Junior Room. Samuel Thurber was the teacher. The three classes, second, third, and fourth years, in the Classical Department were in charge of Mr. Ladd, as principal, and the three corresponding classes in the English and Scientific Department were under my care. It will be seen how different the entire management of the school in those days was from what it is to-day. During each of those years I gave instruction in the following studies: geometry, trigonometry, surveying, astronomy, physics, chemistry, rhetoric, English literature, bookkeeping, civil government and intellectual philosophy,—eleven different courses. Instruction in French and drawing was given by outside teachers. Some of these studies were pursued through the entire year and some of them only for a part of the year.

To the high school teacher today it would seem that no proper, effective, thorough instruction could be given by one teacher in all these courses. At the risk of whatever charges may come, I venture to say that the instruction given under such circumstances was by no means superficial or meager. The class in geometry recited daily and continued its course throughout the year, completing both plain and solid geometry; in trigonometry and surveying,

half a year; rhetoric, twice a week; English literature daily; civil government daily for half a year, each member of the class committing to memory and reciting in the class the entire Constitution of the United States. Intellectual philosophy, equivalent to the modern psychology, was continued with some classes throughout the whole year, with other classes half a year, and at other times three-quarters of a year. The text-book used was Wayland's Intellectual Philosophy, and we went through the entire book.

A concrete example may illustrate the degree of mental discipline the students acquired under the regime outlined above. To make this example clearer I shall be obliged to take considerable space.

Mental Discipline in Those Days During my last year in the high school I had three bright boys in the graduating class in whose development I became greatly interested. I advised them to prepare for college, as I had often done in promising cases before. At one time five young men, before graduating from the English department, had recited to me in Latin and Greek and the next school year entered advanced classes in the Classical Department. At that time the high school had two sessions per day with an intermission between of an hour and a half. At the noon hour, after a hasty lunch, I gave those three boys a full hour's instruction in Latin and Greek.

When I left the high school, which was just one term before the Senior Class should graduate, an arrangement was made by which these boys could spend the morning session with me in my private school pursuing the ancient languages and the afternoon in the high school completing their course there. This was in the spring of 1864. They received their diplomas from the high school in May, one

of them, Osgood C. Baker, being the valedictorian of the class.

During that term Baker came to me one day and asked me to give him a subject for his graduating oration. I told him that I would consider the matter and see if I could think of a suitable theme. One day, while resting on the lounge at my home, a subject presented itself to my mind. It was this: "The Immortality of Truth." I was aware that it was too mature a subject for a boy in his teens, but I felt sure that Baker would be able to handle it in a satisfactory manner.

I gave him the topic and asked him to make an analysis before writing his paper and show it to me. He did so, and I remember that I made two or three suggestions concerning it. He then wrote the paper, and handed it to me one day at the close of school. I sat down and read it to myself with some surprise, I confess, that a youth of his age should succeed so well as he had done on so mature a subject. Just as I finished the reading of it, Mr. Ladd came in and I read it again to him.

"Well," said Mr. Ladd, "you and Baker have written a very good paper!"

"This is all Baker's work," I replied, "I have not changed a thought or a word, and I do not intend to."

I present here a copy of that paper, for I do not know how I can better illustrate the character of the teaching done in those days. The reader must bear in mind that it was written by a youth then preparing for college about seventeen years of age. Let me here add that one year from the following summer (1865) he entered Brown University without any conditions, and later was awarded a President's Premium for excellence in Latin.

THE IMMORTALITY OF TRUTH

We live in an ever-varying world. Nations rise and shine forth in all the luster of glorious prosperity, spreading their influence to the farthest horizon, then they sink and die, and are known only by their ruins. The costly structure crumbles to the dust, only to give place to a newer and grander representative of man's perishable works. Life—active, prosperous, joyful—seems to flit across our vision and a moment after comes death with its decay, ruin and forgetfulness.

But all things are not so. There is a stability in this world of change. There are some *men* whose names will be cherished and honored as long as time shall exist. These are the men whose characters have embodied and exemplified the great truths of God. These are the precious gems which sparkle here and there in the world's history, shedding their luster from generation to generation. Amid all the vicissitudes of earthly things, *truth* stands forth ever the same, unchanged, pure, eternal.

If we trace the progress of truth through the different ages of the world, we find but a continued testimony to her stability and strength. At first her light is dim, gradually her brightness increases, she spreads her sparkling rays farther and broader. Now we see her surrounded with darkness and difficulties which strive to overcome her. Now we lose sight of her; she is vanquished! . . . But no; the wondrous comet on his lonely course sweeps across our skies and millions gaze with awe upon the silent, solemn messenger. He darts from our vision. Months and years and centuries roll on, and behold another generation gazes like us upon all the original splendor of the long-lost stranger.

So truth, though lost to our vision, is not annihilated, and finally she will return in all her original glory, burst the bonds that bind her to earth and spring forth in all the brightness and luster of new life. Perhaps, again and again she may seem conquered, but at last, unlike the fiery comet, she will return to leave us no more, fixed and immovable as God's eternal throne.

In the early days of the world, the heavenly bodies were viewed with emotions resulting only from the simple

consciousness that they were the productions of an Almighty Hand. It was left for Pythagoras to throw the clear light of truth upon the vague theories of early days, in that immortal conception, noble for its simplicity, which has become the great corner stone of the science of astronomy. But his labors and investigations were received with derision and persecution; and starvation, alone, closed the advanced years of a life so useful. Seven centuries pass away and this conception is looked upon only as the supposition of a disordered brain. Finally, as if to crush out the last remaining speck of its existence, Ptolemy advances a theory which to us appears most unreasonable and unsatisfactory, but which was adopted by the whole civilized world. Again, thirteen centuries are gone and yet truth lies, hidden, unknown, and forgotten. But now her triumph is at hand, and darkness begins to roll away. Copernicus revives the ancient and despised theory of Pythagoras and once more truth shines bright and radiant before an unbelieving world. Galileo seized the idea with the greatest ardor, and well do we remember his words, when on bended knee he was forced to disclose that he cursed and detested the error of the earth's movement.

Other and succeeding generations caught his words; by demonstration they have placed his theory beyond a doubt; its originators and defenders are honored, and their names will be as immortal as the truth for which they have suffered.

In the progress of religion, too, the Bible, that great book of God's truth, bears witness to her mighty power. Generations have passed away; revolutions have shaken the earth, still that fountain of life has not ceased to flow, and we drink of it as our ancestors drank, and were refreshed. Time has not soiled a single page, not a sentence has lost its meaning or its force. Its warnings are as timely, its words of comfort are as sweet, and its promises are as sure as when they were recorded by the inspired hand.

As time has passed in years and centuries, science has been improved, discovery has added to our knowledge, and civilization has pursued its onward march. Yet, far as we have advanced, truth is not yet acknowledged as supreme.

Even in our own country and among our own people, we see truth and error, right and wrong, grappling in deadly

conflict. Can we doubt the issue? Has truth ever faltered, ever turned back from obstacles, ever fallen vanquished and lifeless to the ground? Already her triumph is at hand, the day of our deliverance has come, and the pure light of unsullied truth is dawning on our land. America will yet be the glory of the world, and the bright herald of Universal Freedom, unfettered, wide, and boundless as the universe above our heads.

We must labor for this end and live for the advancement of the world. Every truth which is added to science tends to advance civilization and elevate the human race, while the power of a noble example is beyond estimation. It incites high aspirations, noble actions, holy desires, and brings the Creature nearer the Creator. Nor is its influence merely for a moment or a lifetime. A truthful character, like Newton's or like Washington's, can never die. When we and all our works shall have crumbled into dust and been forgotten, their names will shine forth above all our ruin, with an effulgence clear and bright as when we spoke their praise.

Let us strive to imitate their character, to serve the Master as faithful servants, and to work diligently in hastening the time when the Sun of Righteousness shall dawn upon the world, and *truth*, pure, perfect, God-like *truth*, shall be the guide of every thought and every action.

For a year or two I paid special attention to physics and chemistry. In chemistry I had the privilege of taking my **Special** class to the University and listening to Prof. **Studies** Chace's lectures and experiments. Of course in those days we did not have the laboratory plan of pursuing these science studies. Then I devoted myself to astronomy. At one time an ingenious mechanic, then living in Providence, had made for his own use a reflecting telescope. Through the generosity of the Mayor, James Y. Smith, I was enabled to purchase it for the school. When an eclipse of the sun appeared, just after the opening of the morning session, I exhibited the reflection of the moon upon the

sun's face to my entire class, then to the other two rooms of boys, and later, before the eclipse passed off, to the girls of the building, filing into the room, and observing the sun with the moon upon its face, reflected from a white screen. From this same ingenious scientist I purchased a polariscope which we used with great success in illustrating the principles of polarized light.

At another time I made a specialty of the study of English literature, and in one class we devoted our time to Gray's *Elegy*. I framed a list of two hundred questions on the first four lines of this poem, which I used in the class and which were afterwards published and, in fact, re-published in a popular text-book of rhetoric. Year after year I made a special study of civil government in all its departments, local, state, and national.

I well remember a conversation with the Hon. John Kingsbury that will throw light upon this subject. I asked him how it were possible to take proper care of the studies of forty girls in different classes, covering all the subjects of secondary education. His reply was: "By working rapidly so as to keep all minds at a white heat. When the teacher and the class know that they have a full hour for a recitation all work will be slow. I can accomplish more with my class in twenty minutes than they would in an hour." I am sure there was truth in that remark.

But what a contrast between the Providence High School fifty years ago and the high schools of Providence today! At that time all the high school pupils
The High School Then and Now were assembled in one building with only eight teachers in all, with meager appliances, including but little physical and chemical laboratory apparatus, with about fifty scholars under the sole care of each teacher.

Today there are four high schools, the English, the Classical, the Technical and the Hope Street, with ninety teachers, every convenience for laboratory work, having 2,250 pupils, or an average of twenty-five to each teacher. The population of the city today is fully four times what it was half a century ago. Then eight teachers had the full care of all the high school pupils. The same relative increase of teachers as of population would give today twenty-eight teachers. Instead of twenty-eight teachers, the number is ninety, more than three times the proportional teaching force according to the population fifty years ago.

What a wonderful change has been made in this half-century in the curriculum, the text-books, the laboratories, all school appliances, buildings, grounds, teachers' salaries, scholarship and ability of the teaching force, and in various other respects! It would be interesting to raise the question whether the product of the schools is proportionally equally improved; whether the schools of today meet the demands of the times as well as the schools did fifty or sixty years ago. Many persons fear a negative answer would follow this question, partly, no doubt, because the demand is so much higher today. The legitimate demands of the age are far greater now than half a century ago. Our grandfathers, if brought on the stage today with only the educational advantages which they had in their time, would stand no chance of winning the success that they attained then. The game the young people are called upon to play now is far more difficult than what was demanded in the former days.

CHAPTER VIII

THE ENGLISH AND CLASSICAL SCHOOL

THE winter of 1863-4 is well remembered by aged people as the time of high prices, yet on account of the Civil War the city government felt the necessity of curtailing expenses as much as possible. The salaries of the two principals of the Boys' High School in Providence—Mr. Ladd in the Classical Department and myself in the English Department—were each twelve hundred dollars a year. With cotton cloth at sixty-five cents a yard and other things proportionally high, we found it difficult on these salaries to meet expenses. One day the master of a grammar school proposed to me that we men teachers all strike for higher salaries. My reply was prompt and decisive. I refused to join in a strike, for I was opposed to the principle. The project went no further. Some of us, however, felt the necessity of looking about to see in what way we could better our condition. I went to Boston to study the field there. I soon came to the conclusion that in order to secure a situation as teacher in that city much political influence, planning, "electioneering," was necessary. I had an utter abhorrence for all that kind of manipulation. It was true that when I wished to teach a rural school I sought the situation. That was the only way to secure a position. After that each position had sought me.

Soon after this a gentleman, a leading citizen of Providence, came to me saying that there was great need for a

private school and asked me why I did not open one. He hoped that I would consider the subject and promised to send his boy if I would open a school. I had already considered the subject, and soon after another gentleman, who had two boys to send, proposed to me the same thing. I conferred with Mr. Ladd, who was quite inclined to join me in the proposed enterprise. We came to our decision on Monday evening, Feb. 8th, and that evening handed in our resignations to the superintendent. Our term in the High School was to close the following Friday, the 12th. The next morning, Feb. 9th, our advertisement appeared in the *Providence Journal*, saying that on Monday, the 22nd, we should open a private school for boys. At that time we had not secured rooms, but knew where we could find them. We took immediate steps to obtain suitable school furniture and issued an announcement in the form of a well-printed circular.

In this circular, after complimenting the city on its excellent system of education, including the public and private schools and the university, we said: "The number of schools for boys and young men, where a proper training and thorough instruction in the rudiments and the higher departments of a complete mercantile, mathematical, and scientific education may be acquired, is somewhat limited. It is believed that there is a demand for another institution of this kind in order to furnish the requisite facilities for proper educational advantages which should characterize a city and community like ours. We therefore respectfully announce that we shall open a school for boys in the Lyceum Building, No. 56 Westminster St., on Monday, Feb. 22, 1864."

These rooms were in the same building with and adjoining the Franklin Lyceum and Library. They were "central, pleasantly located, of ample dimensions, well ventilated, and surrounded by the most helpful associations." In this circular, by special permission, we referred to fourteen of the leading citizens, including the governor, lieutenant governor, mayor, state school commissioner, city superintendent of schools, United States senator, two ex-mayors of the city, the president of Brown University, and several other gentlemen.

We had over fifty pupils the first term, and the second term sixty-six, which was the limit of our accommodations. **New School Begun** The summer term closed the 15th of July. Just previous to that date, Mr. Ladd had received an appointment as additional paymaster in the United States Army. He therefore sold to me his interest in the school and I at once secured as his successor and my associate Mr. Charles B. Goff, a graduate of Brown University, and then principal of the Fall River High School. We at once hired an additional room and employed an assistant teacher, Mr. James W. Colwell, a graduate of Brown, and then principal of the Elmwood Grammar School. The fall term opened with eighty-five pupils, the limit of our accommodations.

At the end of one year from the opening of this school, it had outgrown its quarters and was moved to the new **Moved to New Block** ragansett Building, 159 Westminster St., where it had ample room, occupying two full floors of the building. After remaining in that location five years, we leased a still larger place in the new Fletcher Building on the corner of Westminster and Eddy Streets. Here we remained for another five years, the number of pupils increasing year after year. Although the accommodations

were good, the building one of the best, with steam heat and good light, still the school was in a business block which in many ways could not be so well adapted to school purposes as in a building built expressly for the purpose.

Therefore, in 1874, we purchased a desirable location on Snow Street between Westminster and Washington Streets, **New School** and built a large three-story brick block. The **Building** first floor was leased at first for a piano warehouse, and afterwards to the Public Library, and the school was to occupy the entire second and third floors. This was a model schoolhouse in every respect. It had large schoolrooms with ample light on the left side of the pupils, and was well heated and remarkably well ventilated. It had a gymnasium 40 feet by 80, a large chemical laboratory, a chapel where the entire school assembled each morning, five large session rooms with proper recitation rooms, coat rooms, and offices. I hope that a somewhat careful description of this building may be of special interest to the reader.

The lighting of the schoolrooms, as well as heating and ventilation, is of the utmost importance. Today's *Boston* **Importance of School-room Lighting** *Daily* has told us that in the opinion of an eminent physician of that city one-third of the children in school have defective eyesight. It is a common saying that the eyesight of children in school is seriously injured by their studying in rooms insufficiently lighted. Of course it is possible to have too much light. It is easy, however, to cut off the excessive light when it is necessary. In our school we planned that the surface of window glass in every room should be equivalent to one-tenth of the surface of the floor. We planned that no pupil should sit more than thirty feet from the windows.



DR. CHARLES B. GOFF

The location of the windows is also a matter of importance. Our schoolrooms were thirteen feet in height; the top of the window was within one foot of the ceiling, and the windows were nine feet in height, that is, the window sill was three feet from the floor. Windows are frequently placed too low. A serious evil frequently found is the custom of using the Venetian blind or shades with separate slats. Nothing can be worse for the eyes than partially cutting off the light, allowing narrow beams of it to stream in through the slats. If there are blinds they should have fixed slats. Semi-opaque curtains of a neutral tint in color were placed before our schoolroom windows. This matter of proper lighting for schoolrooms has been so seriously neglected that it has come to be quite generally admitted that the work of the schoolroom is necessarily antagonistic to the eyesight. We believe that under proper conditions the reverse is true. The evils complained of are largely the result of wrongly constructed houses and bad seating.

Some time after moving into our new school building I engaged an eminent oculist to examine the eyes of every boy in the school, and a permanent record was made of this examination, in all essential particulars. There were at that time over two hundred pupils in the school. Two years later this oculist made a second examination, and two years after that a third. The result showed that, in general, the condition of the eyes was better at the end of the four years than at the beginning. A few cases of myopia existed, but the increase of the difficulty during these four years was less than is ordinarily the case with boys of the same age. All the windows in every one of our schoolrooms threw the light over the left shoulder of the pupils.

After a careful study of the subject of heating I came to

the conclusion that, for our purposes, hot air furnaces would give better results than steam or hot water heating. In the new building we placed five brick furnaces of the largest size. The hot air pipes were run as nearly as possible in a perpendicular direction. They were circular, for the reason that air, rising, invariably moves in a spiral direction. The pipes for the first floor were large, for the second floor somewhat smaller, and for the third floor still smaller. The supply of air was received by cold air boxes which took the air from a point several feet above the surface of the ground.

Each of the schoolrooms was ventilated by cylindrical pipes connected by registers both at the top and bottom of the room and running perpendicularly through the roof of the building. These pipes were large enough to be effective in carrying off all vitiated air. The ventilation flues were placed on the opposite side of the room from the hot air register. In the case of lowery weather, when the atmosphere seemed to be dull and lifeless, heat was supplied to these ventiducts by means of a Bunsen burner placed inside of the lower register and attached to a gas pipe. Hot air registers were placed just inside of the storm doors near the foot of the stairs to furnish heat to the staircases and the main corridors.

The authorities in Paris twenty years ago claimed that each pupil should have from 250 to 280 cubic feet of air space, with a change of from 400 to 500 cubic feet per hour. This estimate is too small. They also stated that "any heating apparatus that does not provide for regular change of air in some form is injurious to health." Dr. Buck of New York asserts that "we expire from fourteen to twenty cubic feet of air per hour, requiring 200 times that amount

of fresh air to dilute it to a health basis, or 3,500 cubic feet per hour." The leading modern writers vary in their estimate of the amount of the fresh air supply needed, their figures ranging from 2,000 to 3,500 cubic feet per hour for each person. It is now generally agreed that the necessary floor space for each pupil in a schoolroom should not be less than twenty-five square feet, and with the best ventilating appliances every schoolroom should furnish 300 cubic feet of air space per pupil.

The overcrowding of children into small schoolrooms with altogether insufficient ventilation is a crying evil which has been often mentioned and frequently discussed, yet very little relatively has been done to correct it.

A father called at a schoolroom one day to see his little girl. She was not a strong child, had weak lungs and was otherwise delicate. The father had endeavored to keep the best hygienic conditions about her. He had taken particular pains to have her sleeping room well ventilated, and to keep her as much as possible in the open air. Of that schoolroom the father afterward said: "It makes me sick to think of that odor now; and my little girl had been in there, breathing that air, three-quarters of an hour. The teacher did not know the air was insufferable. No, indeed, she had been breathing it with the rest, and was used to it; but to one going in from the pure air out of doors, it was simply horrible; and how could it be otherwise? There were perhaps fifty pupils there, breathing the same air over and over, some of the children were not overclean, and some affected with incipient diseases that made the exhalations from their lungs dangerous." Yet even in such vile conditions the teacher must expect her pupils to be attentive and quick of understanding.

Illustration

Our schoolrooms were so constructed that the average floor space for each pupil was 25 square feet, and the average air space for each pupil was 300 cubic feet. I have often said that any person might be blindfolded and led in and out of any of our schoolrooms in this new building on any day of the year and from the condition of the air would not know at any time whether he was within or without the schoolroom.

I cannot close this division of our subject without referring to evils which too frequently exist, and especially to the matter of cleanliness. It must, of course, be borne in mind, that, if fresh air is introduced into the schoolroom, there must be ventiducts sufficiently large to carry off the vitiated air. Mr. Ross Turner says: "As a rule, I have found the schoolhouses *underclean* and *overheated*." The overheating of schoolrooms is altogether too common, and frequently is the fault of the teacher. Ordinarily the temperature of the schoolroom should be kept at not over sixty-eight degrees.

If an artist like Mr. Turner is in the habit of visiting schoolrooms he will certainly say that they are "underclean." Indeed, if cleanliness is next to godliness, it is to be feared that God has been banished from many schoolrooms. This uncleanliness is proverbial, yet we go right along keeping the schools year in and year out in these same unclean houses. Can any question be more important than this: "How to make our public schools cleaner and more wholesome, and our school children happier and better mannered?"

A committee of the Society of Collegiate Alumnae has recently made a report on this subject, in which they say:

"Eighty per cent. of the methods of ventilation are

reported as not working well. . . . In a few cases the shafts from sanitariums and class rooms have their outlets at the same point, with the consequent result that back drafts bring the doubly vitiated air back to class rooms. . . . Fifty-nine schoolhouses had never been washed since built, in a period of years ranging from fifty down to five. . . . Skirts and underclothes are filthy at the end of one day."

A superintendent of schools in an Eastern city, on visiting a schoolroom one day, found the air too much heated. He spoke to the teacher about it, who said she could not help it.

"Can you not close the registers?"

"They are closed," she replied.

"Can you not open the windows?"

"It is not allowable; the pupils will take cold."

"Then march them around the room while the windows are opened, until the air is changed."

"I cannot," she said.

"Why not?"

"It will kick up such a dust that we cannot breathe."

The superintendent replied, "I think we will try it." He did. The windows were opened and the scholars were marched around the room until such a dust was created that coughing was the rule and not the exception. It was an old schoolhouse, perhaps fifty years old, and the superintendent said that he had never known the floors to be washed.

The proper seating of the schoolroom is certainly a matter of great importance. I am not sure but the educators of
 School America and the people at large are more back-
 Desks and ward and less successful in the discharge of the
 Seats duty they owe to the rising generation in this
 matter than in all other points relating to school hygiene.

It is now nearly seventy years since Dr. Samuel A. Eliot, the father of the present President of Harvard University, made a report to the Boston School Board on school hygiene. In that report he said: "More care is given to the health of the convicts in the penitentiary than is bestowed upon the children we send to our schools." He insists that "It is the duty of parents and those who act for them to take care that the schoolroom should be a place where children may acquire the use of their intellectual faculties without having their physical organizations disturbed or their vital powers debilitated by the constrained position or an impure atmosphere."

It is to be feared that in the seventy years which have passed since this report was made we have not entirely remedied the difficulty which at that time seemed so great. Forty years after Dr. Eliot's report, Superintendent Philbrick insisted that "we ought not merely to aim to avoid injuring the health of the pupils while carrying on their instruction in our schools but to increase their physical strength and beauty, for complete physical health and development is essential to the truest and best intellectual results in education." Very much of the school seating now employed in the United States may truthfully be characterized as execrable. We have doubtless begun to improve; indeed, the beginning was a long time ago, but today we have made only the beginning. The people appear to be ignorant upon the question and experts in education are too often but little in advance of the pupils.

The ideal school seat has not yet been invented. None of the seats or seat backs in common use today are unobjectionable. One which is largely used is much like a piece of a settee sawed off and

placed upon iron supports. In this case, both seat and back are unsatisfactory. Another style in quite general use may be described as a piece of plank hollowed in the middle, to which slats are attached for a back and which is supported upon an iron pedestal. Possibly this one, properly constructed, is the best seat we have today; that is, it is the least objectionable. It is to be hoped, however, that somebody will improve upon this before long.

In the old times the shoemaker was accustomed to sit upon his bench the whole day long. The bench seat was of very simple construction. A large round hole was sawed out of the plank which formed the bottom of the bench, and this opening was covered by a piece of strong leather. Perhaps this shoemaker's seat was the easiest and best that he could have. At all events, it has come down to us from past ages, and no improvement has ever been made upon it.

We have discarded the long desks and long plank seats behind them, and have adopted the single desk and single seat system. We shall never discard the single desk and seat. Within a few years attention has been turned, both in America and Europe, to the production of adjustable desks and seats. This is a great gain. The adjustability, however, as yet has proceeded only so far as the height of the seat and the height of the desks are concerned. Adjustable desks and seats ought to be provided everywhere. It may not be economy to displace all existing seats and desks and replace them with those which are adjustable, but at least a few of them might forthwith be placed in every schoolroom. The adjustable seat and desk is an important invention, and the manufacturers are entitled to great credit for producing them and urging upon the community their adoption.

Go into almost any schoolroom in the land, and you will find children sitting upon seats entirely unsuitable. Some are too low, so that they cannot sit with comfort. Often the seat is too high, and the little children's feet are dangling in the air. Still further, if the seat should happen to be adapted to the pupil, the desk may not be. The height of the seat should be governed by the distance between the floor and the knee, and the height of the desk above the seat by the length of the body, or rather by the position of the elbows when the forearm is placed upon the desk. Children with long lower limbs will require higher seats, but only those with long bodies will need higher desks than others. The adjustability of desks and seats has, as yet, been attempted only in one direction,—simply the height. It leaves entirely out of consideration all the other questions pertaining to school seating. Dr. Charles L. Scudder, in a pamphlet upon the "Seating of Pupils in the Public Schools," published a dozen years ago, after careful consideration of the subject, comes to the following conclusions:

"1. That the present method of seating is at fault, in that children are compelled to sit in desks unsuited to them.

"2. That this method of seating tends to the production of permanent deformity of the spine.

"3. That the poor seating in our schools has not been hitherto sufficiently emphasized by orthopedic surgeons as a cause of spinal deformities.

"4. That a large number of different sized desks and seats, or adjustable desks and seats, should be provided for each schoolroom.

"5. That the teachers of the public schools should be impressed with the fact of the importance of maintaining erect positions, both in sitting and standing.

"6. That having greater variety in sizes of seats and desks, and recognizing the danger of mal-positions in sitting, great

care should be used to seat each child before a desk and in a chair as nearly as possible the proper size.

"7. That the desk should be low enough to just allow the bent elbow to touch it when the hand is raised to write, without raising the shoulder or tilting the trunk.

"8. That the chair should permit easy contact of the whole sole of the shoe with the floor, when the child sits well back in the seat.

"9. That foot-rests should be used more than at present, not only to support the foot and leg, but to give a feeling of support to the whole trunk, and to prevent the slipping forward of the body upon the chair, causing one of the commonest of bad postures.

"10. That the present system of gymnastics in use in the public schools will help to overcome slight tendencies to deformity which might go unchecked and lead to disastrous results."

It should be distinctly borne in mind that the desk in the schoolroom has several different purposes. In the first place, it is used for writing, and its present construction is evidently with this primarily before the mind. Its top is flat, and inclined toward the pupil at just that angle which is considered the best for writing.

But, in the second place, the desk is even more constantly used to hold the book in studying. It is just here that the ordinary construction fails to meet the purpose required. It has not the adjustability necessary for this purpose. If the book be placed flat upon the desk, the child must bend over in order to read the page. If he sits upright, he must hold the book upon the desk or against its edge with his hands. In this case, the book may be too near the eye, or too far from it. Hence, for this purpose, the construction of the desk is faulty.

The effect of work in the schoolroom upon the eyes has

already been considered. The deleterious strain upon the eyesight arises principally from abnormal conditions. Whenever the book is used, it should be held at a proper distance from the eye, perpendicular to the line of vision, and at a proper height to secure the best effect of the light upon the page. The ordinary school desk fails in every particular to meet these requirements. Here is a necessity for adjustment that is of more importance than the regulation of the height of seat and desk. It would seem necessary to transform by some ingenious process the writing table into a reading desk. If some educator who is endowed with the proper inventive mechanical instinct will present to the public a simple and successful device which shall easily and thoroughly make this transposition, so that the new desk shall hold the book at the right distance from the pupil's eyes, at the right height and at the right slant, at the same time inclining him—in fact, compelling him—to sit upright in a natural and healthful position, this educator will be a public benefactor.

Is it not strange, that, with all our committees of ten and of fifteen, we have never had a committee of experts on **Reform is** school desks and seats in our country! If the **Needed** schoolmen, the doctors, and the manufacturers of school furniture could be induced to work together for this end, this valuable invention would not long be delayed. Dr. E. M. Hartwell, in a recent report to the Boston School Board, says:

“The failure of American manufacturers of school furniture, hitherto, to keep pace with their European confreres seems largely due to the fact that they have received but little aid and stimulus from the studies and recommendations of American surgeons, oculists, mechanical

engineers, and school officials; all of whom have devoted comparatively little attention to the problem of school seating."

Several devices of this kind, none of which have proved quite satisfactory, have already appeared. The Chauncy Hall desk, in Boston, was in use in that school more than thirty years ago. Dr. Hartwell, in speaking of this desk, says: "Though a marked improvement on its predecessors, and most of its contemporaries, it had little or no effect upon manufacturers and inventors, and seems to have been absolutely ignored by school authorities."

When we built our new schoolhouse, the subject of a proper desk and a proper seat was studied very carefully.

Our New Desks I conferred with the best manufacturers of school furniture in the country, and after various attempts and failures, I succeeded in inventing a new desk properly constructed for writing purposes and for study and better adapted, in my judgment, than any other school desk which I have ever seen. So far as I know it has been regarded with extreme favor by all schoolmen who have seen it. This desk has a box and lid, and the top conforms in appearance to the ordinary high school lid-desk. When it is to be used for study the lid is transformed by a simple but ingenious device into a book rest. The lid, which is raised in the ordinary manner, is cut into two parts by a break, crosswise of the desk, with hinges underneath. Let the lid be raised and the front part doubled downward till it strikes the top of the desk. A little book rest from within is moved upward into place, against which the lower edge of the book is placed. The front part of the sloping lid holds this book in its proper position, at the right distance from the eye, the right height, and at the right slant. A simple edge upon

the book rest holds the leaves back. The pupil is inclined, for his own comfort, to sit upright, his back properly supported by the back of the chair, his feet squarely upon the floor, his hands at liberty to turn the leaves, and the book is invariably held in the best position for the healthful use of the eyes.

While it must be confessed that, in matters of hygiene and sanitary arrangements, we have not made the advance which is so apparent in various directions, and **Progress** are in many respects far behind some of the coun-
Already tries of Europe, it must not be supposed that we
Made have made no progress. Some of the criticisms made in this report are more particularly applicable to one section of the country than to another. The hygienic conditions in the new cities of the West are often far better than in the older cities of the East. Indeed, it is difficult to make such a discussion as this is, fit equally well every part of a land so broad as ours. But it is to be feared that too large a part of the evils herein mentioned are not confined to one section only, but need to be observed and remedied everywhere.

The American Institute of Instruction was organized in 1830. At its first meeting, Mr. William J. Adams* read a paper on "The Construction and Furnishings of School-rooms." In it he says:

"The most modern construction (of school desks and seats) appears to be that of detaching the seat occupied by each pupil both from the desk behind and from the other seats, the desks thus remaining continuous as before. The

* Mr. Adams at a later date was conspicuous as the only one of the thirty-one Boston masters who refused to sign the famous document attacking Horace Mann's "Seventh Annual Report." He was master of the Hancock School.



WILLIAM A. MOWRY AT THE AGE OF FORTY

seats are made without backs, and behind them is a passage for walking. In this way each child is insulated, is perfectly accessible, and can leave his place at any time without interrupting his classmates. This arrangement is favorable to the coolness and general comfort of the pupils, as well as to the preservation of order. Each seat should be about eight inches distant from the next in the same row, and the passage behind should be twelve inches wide. The seat itself is from a piece of plank nine inches by twelve, with the corners rounded off, and nailed upon a firm pedestal; or it may be simply a box without a cover made to stand upon one end and fastened to the floor. The open side is in front, and within is a hook for hanging a hat.

To the plan just described there is still one objection, namely, the want of some support for the back. This want may be supplied by the upward continuation of the board which forms the rear of the box, perpendicularly, so as not to encroach upon the passage behind, and so low as to reach only the hollow of the back of the child, without touching the shoulder blade."

Let us be thankful that we have made some advance upon the conditions of 1830.

In reference to the distance between the back of the seat and the desk some progress has been made. In 1839 influential writers in England recommended that the edge of the desk be three inches in front of the edge of the chair, but even before that time, Dr. Alcott of Hartford proposed separate desks and chairs, and that the chairs should be "set at a zero distance for each pupil;" that is, the front edge of the chair should be directly under the front edge of the desk. A few superintendents and school directors can now be found who have learned that, for younger children,

the edge of the desk should overlap the front edge of the seat. The thing to be looked after is the distance between the back of the chair and the front edge of the desk; that is, the space where the child is to sit, and it is of very little account about the plumb line of the desk edge and edge of chair. Ordinarily, the chair, for younger children, will extend a few inches under the edge of the desk.

Separate desks and chairs were first introduced into this country in 1848. Their first use was in the Quincy School, Boston. When Dr. Edward Everett Hale was a pupil in the Boston Latin School, "All the seats were of the same height, for boys six feet high or for boys four feet high."

In the year 1897 the National Educational Association held its meeting in Buffalo, New York. At the meeting I **Committee** read a report for the Committee on School Sanitation, Hygiene, and Physical Training. The Committee consisted of:

William A. Mowry, Chairman; Frank A. Fitzpatrick, of Boston; Mary E. Nicholson; Joseph Baldwin, of Texas; C. B. Gilbert, Newark, New Jersey.

From this report I have here made quotations. The report occasioned a discussion, interesting and long continued. It resulted in the appointment of a committee to make an exhaustive report upon the subject.

As the result of its report prizes were offered by the National Educational Association for the best essays upon the subject. Various papers were sent in from different parts of the country, all of which were submitted to a committee of three persons, one from the Pacific Northwest, one from the Middle Interior, and one from New England, who should examine the papers and award the prizes. That committee carefully examined all papers submitted, and their decision

was unanimous that no one deserved either first, second, or third prize.

As a result of this disheartening experience the Association took no further steps upon the subject. But what inference must we draw from these facts? It is true that within the last ten years various improvements have been made in matters of school hygiene, yet very much remains to be done. I am happy in the belief that the educators of America are now thoroughly awake to the necessities of the case and I have a strong faith that the time is near when radical improvements will be made along this line, especially in reference to school desks and seats.

During the year in which our new schoolhouse was building (1874-5) my mind was greatly absorbed in studying the **Our Course of Study** question of the true course of studies for a secondary school. Should there be one course for all, or two separate courses, one to prepare for college, the other to prepare for business? What is the proper balance of studies? What is the proper place for the mathematics? How much science study should be introduced? How much attention should be given to the study of our own language and literature? Should all the boys be required to study Latin? At what age should the study of Latin be begun? These were some of the topics pressing for consideration.

Dr. William T. Harris, our late United States Commissioner of Education, in a lecture to our schoolboys, having made the statement that he believed that all boys should study Latin, gave the following illustration: He said substantially, "If a new township out West should be organized, including just one hundred men, and fifty of those men had studied Latin only one year, and the other fifty had not studied Latin, I believe that in the process of time the

fifty Latin boys would come to the top." Was Dr. Harris right in his supposition?

After a most careful study of this question I came to the conclusion that there are three lines of study absolutely essential for the secondary schools. These are: (1) **Three Lines of Study** Mathematics. (2) The Natural Sciences. (3) Language and Literature with History, in other words, the Humanities. In addition to these three main lines there should be included some attention to the principles of book-keeping, a careful study of our civil government,—local, state, and national,—and the study of what was then called "Intellectual Philosophy," the philosophy of the mind and mental operations.

When the school was reorganized in the new school-building we put in operation the following course of study:

Our New Course of Study There should be two departments, or lines of work, the English Department and the Classical Department. These would require the Junior English Room and the Senior English Room, and the Junior Classical Room and the Senior Classical Room. The course of study in each junior room was three years, in reality preparatory to the secondary school work. This secondary work in each department covered four years. The Latin was begun in the lowest class of the Junior Classical Room, and was steadily pursued with daily recitations through seven years, the Greek through the Senior Room, four years. This was an innovation. At that time I knew of no school in the country except the Boston Latin School which gave a course of seven years' study in Latin. It is interesting, to me at least, to learn that quite recently one of the high schools in Providence has introduced a six years' course in Latin.

I found it difficult to satisfy myself as to what would be the best course in the department of science. My final decision, however, was as follows and I have seen no reason since that time to change my opinion. **Sciences** Physics was to be the first of these science studies. This course was pursued for a full year, unfolding and analyzing the essential principles governing the phenomena of physical science, including a study of the mechanical powers, the essential properties of matter, hydraulics and hydrostatics, light, heat, and electricity.

During the whole of the next year, attention was given by daily lessons in laboratory practice to the subject of **A Text-book Prepared for Us** chemistry. To this end we had prepared a room with suitable individual apparatus where the entire class could perform the experiments and do the studying. But I found no suitable text-book of chemistry on the laboratory plan. I, therefore, went to Professor Appleton, the professor of chemistry in Brown University, a former pupil of mine, and asked him to prepare for me a proper text-book on elementary chemistry to be used with the laboratory. He acceded to my request and wrote a text-book which I had printed and bound for my own use. The title page of the first edition of this book reads as follows: "The Young Chemist: A Book of Laboratory Work for Beginners. By John H. Appleton, A. M., Newport-Rogers Professor of Chemistry in Brown University. This edition is prepared for Mowry and Goff's English and Classical School, Providence. J. A. and R. A. Read, Printers, 1876." The preface reads as follows: "The author intends this book for school and college laboratories. He considers that it should be used in connection with a more comprehensive work or with lectures. The author begs

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leave to suggest the following course of using the book: That the teacher perform a given number of experiments, say five of them. Then let the pupil go to his work-bench and perform the same experiments two or three times. At the next exercise let the pupil be called upon to describe the experiments without the book, and, if practicable, let him perform them before the teacher. Brown University, October, 1876."

This book included a variety of experiments on: 1. The Non-metallic Monads. 2. The Non-metallic Dyads. 3. The Non-metallic Triads. 4. The Non-metallic Tetrads. 5. The Metallic Monads. 6. The Metallic Dyads. 7. The Metallic Triads. 8. The Metallic Tetrads. An appendix explained the list of apparatus and chemicals needed for these experiments.

This made a small octavo book of fifty-four pages. After we had printed this edition and put it into use in our own school, it was adopted by the State Normal School and by Miss Shaw's private school for girls. Subsequently Prof. Appleton revised the work and it was published by one of the large school publishing houses. Thus it has had a wide sale and I believe is still used in many of our best schools today.

These two subjects, physics and chemistry, seemed to me important and it is firmly my opinion that they should be carefully studied in all first-class secondary schools. But the question came, should we stop here? Ought not other branches of the natural sciences to be begun? As the best practical course, I introduced the following plan: I employed Prof. Jenks to give us a course of twenty lectures during the winter period each year. The first year these lectures were upon geology and

mineralogy,—the mineral kingdom; the second year on botany,—the vegetable kingdom; the third year on zoology,—the animal kingdom; the fourth year on physiology and hygiene. This round of lectures was attended by all of the four classes. These lectures were given one each week, so that the time taken did not interfere greatly with the regular studies of the course. This method was an introduction to the elementary study of these branches, calling attention to them and creating an interest in them, so that they might be studied more intelligently in subsequent years.

I have long been of the opinion that civil government is one of the most important studies that can be pursued in the grammar school, the high school and the college. **An Aid to Good Citizenship** As early as the year 1866 I said at the meeting of the American Institute of Instruction in Burlington, Vt., "I think no question at the present time is of more importance for the consideration of teachers than this question (civil government). Nothing more important can be taught in the public schools of our country than the Constitution of the United States. If it had been taught for the last twenty-five years, so that every scholar of the high school could recite it verbatim, we should not have had the late Civil War." I said at that time: "During the last seven years I have had classes in this study and no boy could receive a diploma unless he could recite the whole Constitution."

During my entire service of more than twenty years in the English and Classical School I taught this subject every year to the Senior Class. They all committed to memory and recited in the class the entire Constitution. Many of those men have since become members of the city council, mayor of the city, members of the state legislature, and in one case,

at least, a member of Congress. Merchants, mechanics, manufacturers, lawyers, and physicians have often told me that this was one of the most important acquirements which they derived from their entire course of study. I am convinced that in all our schools it ought to receive far greater attention than it has received hitherto.

Careful attention was given to declamation, written exercises, essay writing, the study of rhetoric, and especially to **Our Literary Exercises** the study of specimens of the best literature in the English language. Throughout the last year of the course of study in the English and Scientific Department, the Senior Class had daily recitations in Wayland's Intellectual Philosophy;—all this prior to the introduction in our schools of the modern physiological psychology.

I have been thus particular in explaining the course of study pursued in our school, especially during the ten years from 1875–1885, because I think some important improvements were there introduced upon the ordinary high school curriculum.

I wish it to be distinctly understood that I am strongly in favor of our American system of public schools. They are the salvation of this nation. But the public schools cannot accomplish everything. Let them be improved as much as possible, yet there will always be work for private schools to do. I am aware that these private schools as they are found everywhere differ greatly in character. There are some schools so poor that they ought not to exist. Others are doing their work fairly well, but there is always an opportunity for private schools which perform work of the highest type in a superior manner. It was the constant effort of the principals of the English and Classical School to plan the curriculum and

perform the work in the best possible manner. I have reason to believe that this school exerted a powerful influence for the improvement and uplift of the public school system of Providence.

In order to show clearly how this was done I desire to introduce here a conversation held many years ago with the

**Advantages
of Private
Schools**

superintendent of schools in a large city between the Mississippi River and the Rocky Mountains.

That city is noted for the excellence of its public schools. I was visiting those schools and was the guest of the superintendent. He was one of the foremost educators of America. In our leisurely conversation my friend said to me:

"How does it happen that you can maintain such a large and successful private school in Providence? Do they not have good public schools?"

I replied, "Certainly they do. Their public schools would vie with yours or those of any other city. If the public schools were not of a high grade, I could not maintain the school which I now have."

"I do not understand that. You couldn't do it here."

"Why not?"

"Because I wouldn't let you. I would make the public schools so good that you would have no chance."

To this I answered with a smile, "No, my friend, you are mistaken. You couldn't help yourself."

"Why?" he rejoined, "I do not understand that. If I made the public schools as good as they could be, what place would there be for your private school?"

Then I said: "Now, my friend, let us examine this matter. You are at the head of the city schools. These schools must be managed under certain rules and according to

certain principles. How many scholars on an average do you have to each teacher?"

"Oh, between forty and fifty, nearly fifty."

"Well, sir, in my school we average fifteen. Does that give the teacher any superior advantage?"

"I suppose it must."

"Very well. The quality of the school work depends largely upon the teachers and upon the scholars, does it not? In the appointment of your teachers are you absolutely free in all cases to employ that one which is thoroughly competent and the best to be had for the place? Are you not restricted in your choice of teachers by public sentiment, wishes of your school board, or by some other cause?"

"Yes, indeed, I am often."

"Well, I am not. When I wish a teacher I try to find one thoroughly fitted for the place, the best to be had from any source whatever. Again, is it not more difficult to select your teachers when you employ a thousand or more than it would be if you had but a dozen or twenty?"

"Yes, indeed, I grant that."

"Well, then, it appears that I can secure a better class of teachers for my own school than you can, restricted as you are, in various ways, by your large system."

"Well, sir, I must admit that is very evident."

"Now, in regard to the scholars. In a public school system you are obliged to take all that apply. Your schools are for the entire people. You have compulsory laws obliging all children to attend school. You must therefore receive them all, good, bad and indifferent."

"Yes, that is true."

"Now, in my case, I can refuse to receive undesirable applicants and frequently do so. At one time we advertised,

'No drones or imbeciles admitted.' Now with a select class of scholars,—I do not mean of the rich or of the literati, for we took pupils from the rich and poor alike, but what we were after was good material,—with such scholars can we not do better work than your teachers can with the '*hoi polloi*'?"

My friend was obliged to grant the point that I had made.

"Again, when you have examined a subject and have arrived at a definite conclusion, when you are thoroughly convinced that a change in your course of study or in the method of developing some subject ought to be made, do you always feel at liberty to go ahead and make these changes, or does it sometimes happen that you must consult your school board, or defer to public opinion, in other words, when you are convinced that an improvement can be made, are you wholly at liberty to make such a change at once?"

"No, indeed, I cannot do that. Many a time I would like to make a change, but out of regard for public sentiment, or the wishes of the school board, or its effect on taxation, I am prevented from making such changes."

"Now, in my case, I have nobody to consult, nobody to dictate to me. If I am sure that a certain course will be an improvement, I adopt it at once and without any misgivings. But, on the other hand, I never try experiments. Before introducing any new plan into the school, I must first be thoroughly satisfied that it will succeed, and then there is never a necessity to take the back track."

Let me say to the reader just here that I was arguing the question of a superior private school in comparison with the public school system. Of course, the public school system

is the best for the country as a whole. All classes and all sorts of pupils should be educated. Not special advantages for the few, but *service for all*. Then, after all that the public schools can do, there will always be a place for superior private schools.

Just here, I desire to place before the reader some facts in the history of this school, showing advance movements over the public school system. I was a member of the **Advance Movements** Providence School Board six years, and during that time visited very many of the schools of the city. Among other things I observed the height of the lower edge of the blackboard from the floor. In many cases I discovered that in the primary rooms these were just as high as in the grammar school rooms, perhaps about three feet from the floor. Of course the youngest children could hardly reach the blackboard at all. In my new schoolhouse, for the youngest scholars I had made this distance two feet, for the grades above, two feet six inches, and for the high school rooms, three feet. The carpenter who did my repairing and general work had charge also of repairs in the public schools. During the years since then I have had many opportunities to observe that now in the schoolhouses of that city, the blackboards are placed at the proper height according to the size of the children using them.

In regard to the coating of the blackboards, many experiments have been tried, such as the mixing of the black material with the mortar, covering boards with a **The Blackboard Problem** black finish. This black surface was subjected to great variations. All sorts of patent stuffs were palmed off upon the public. In some new schoolhouses large panels of slate were used. In short, all kinds of experiments were tried for blackboard surfaces. I came

to the conclusion that pine boards properly glued together, planed and sandpapered to a smooth finish, covered with the right kind of slating gave us the very best blackboard surface. In some rooms, however, I had a smooth hard-finish upon the plastering and the slate coating upon this smooth finish. In this case everything depends upon the smoothness of this hard-finish. It must be troweled down to a very hard and smooth surface. The result of all this painstaking was that the new school building showed uniformly the best blackboards to be found anywhere in the vicinity. I could not fail to observe that soon after this new schoolhouse came to be used an improvement in the blackboards of the city schools was manifest. These have been improving ever since.

In 1880 three papers were read before the Rhode Island Institute of Instruction, looking to advanced lines of work upon reading and the study of English literature in the schools. One of these was a paper by Amos M. Leonard, master of the Lawrence School, Boston, upon "Supplementary Reading in the Primary and Grammar Schools." Mr. Leonard recommended reading English authors instead of the hitherto custom of short extracts from the reading books. The writer of this book was appointed to open the discussion upon this paper, and in his address he named several series of books from the best authors, which had been read in the English and Classical School in the several grades indicated during the last three years. In one of these years the following books were read:

In the Junior English Room: Six selections from Irving's "Sketch Book"; "The Seven American Classics"; "A Virtuoso's Collection," by Hawthorne; "Oliver Cromwell," by

Carlyle; Dickens' "Christmas Carol"; Hawthorne's "Grandfather's Chair."

In the Junior Classical Room: Irving's six selections from the "Sketch Book"; Scott's "Lady of the Lake"; Dickens' "Christmas Carol"; Hawthorne's "Wonder Book."

In the English and Scientific Room: "Hiawatha," "Seaside and Fireside," "Spanish Student," "Evangeline," "Tales of a Wayside Inn," and "Hyperion," all by Longfellow; and "Hamlet" and "Macbeth," by Shakespeare.

In the Senior Classical Room: Longfellow's poems, "Seaside and Fireside," "Hiawatha," "Tales of a Wayside Inn," and others; Scottish History; "Songs of the Scotch Cavaliers," by Aytoon; Macaulay's "Lays of Ancient Rome"; "Greek and Roman Mythology"; Thackeray's "Henry Esmond"; Scott's "Marmion"; Coleridge's "Rime of the Ancient Mariner," "Life of Addison," and his "De Coverly Papers."

It should be observed that not all of these books were read by the same pupils. There were four classes in each of the Senior rooms and two classes in each of the Junior rooms. In the Senior rooms essays upon what had been read were from time to time required. This method was characterized as "reading for information and culture and as an introduction to English literature." It was added that as the pupils in this way became acquainted with the writings of good authors, they would most likely have a desire to extend this acquaintance by reading, later in life, other books by the same authors.

I have already alluded to the fact that more than thirty years ago we made our Latin course in preparation for college cover the period of seven years.

During the year 1883, my nervous system showed unmistakable signs of exhaustion. During the summer
My Health takable signs of exhaustion. During the summer
Demands a vacation of that year my great trouble was
Change insomnia. When September came I was in no
 better condition than at the close of the year in June. One

of my teachers, my right hand man, afterwards told me that when the fall term commenced he thought it was doubtful if I lived through the year. A year and a half later my family physician told me that had I not left the schoolroom he thought I would not then have been living. Under these conditions, in the early summer of 1884, I sold my interest in the school and moved to Boston. At this time the school numbered about two hundred and fifty boys. The new firm was Goff, Rice and Smith. Mr. Smith afterwards lost his health for a time and sold his interest in the school to the other two partners. Subsequently the school united with itself the old University Grammar School, whose history had been long and honorable. It was founded in 1764, and had always maintained a high character as the fitting school for Brown University. The English and Classical School was established in 1864. Now, in 1898, the two were united. Mr. Goff died in December, 1898, and from that time the school was under the management of Mr. Howard M. Rice, until it was merged with the Friends' Boarding School, now the Moses Brown School, Providence, in the year 1904.

CHAPTER IX

THE EDITOR'S CHAIR

The New England Journal of Education was first issued in January, 1875, Hon. Thomas W. Bicknell editor and publisher. The business grew rapidly, and in 1884 it included in addition to the publication of the *Journal*, a quarterly magazine,—*Education*,—*The Primary Teacher* (monthly), a teacher's agency, and the publication of several small books and aids to teachers. Without any movement on my part, and without any thought of such a movement, Mr. Bicknell offered me the position of equal partner with him in the business if I would move to Boston and become managing editor of the *New England Journal*. After a careful consideration of the project, I accepted the position, sold my interest in the school, and by the first of July, 1884, I was settled in my new home in Dorchester, which had then become a part of Boston. Mr. Bicknell was President of the National Educational Association, and in that month held his great meeting at Madison, Wisconsin.

I attended that meeting and from Madison continued my journey across the continent to Portland, Oregon, and to ^{Trip to the} San Francisco, Cal., returning through Oregon ^{West} and Washington. Everywhere on this trip I studied the educational problem. In San Francisco I visited the Girls' High and Normal School of which my old friend, John Swett, was principal. As an illustration of the

order and discipline in that school, I will give the following incident. While in conversation with Mr. Swett in his office, the bell rang for a recess with gymnastic exercises. He invited me into his Senior room to witness the drill. While the exercise was going on, I noticed that Mr. Swett left the room for a moment, but thought nothing of it. It afterwards appeared that he had gone to his office and written a note which he sent to all the teachers in the building, a dozen or more. Immediately after the close of the recess we returned to his office and at once the teachers began to appear. He had invited them to come to the office to be introduced to me. Soon every teacher in the building was there in the office and all the rooms were left without any one in charge.

On my return homeward from Portland, Oregon, I took a side trip through Tacoma and Seattle to Victoria, British Columbia. While at Seattle I was royally entertained by Mr. Ingraham, then superintendent of the schools of that city, whom I had met in San Francisco. Among other arrangements for their schools, he mentioned to me a novel plan for grading the salaries of his teachers. The lowest salary was paid to the fifth grade. Starting from that point, the salaries were increased as follows:

Salary
Schemes in
Seattle

For the 4th and 6th grades, \$50 a year more than the 5th.

For the 3rd and 7th grades, an additional \$50.

For the 2nd and 8th grades, another increase of the same amount.

For the 1st and 9th grades, \$50 more, making the maximum salary below the high school. It was also provided that an increase of \$50 was made for the second year's work, and another increase of the same amount for the third year's

service. No teacher could be employed in the fifth grade who had not already had an experience of at least one year. Every teacher in the fourth and sixth grades must have had an experience of two years; of the third and seventh grades, three years; of the second and eighth grades, four years; and of the first and ninth grades, five years.

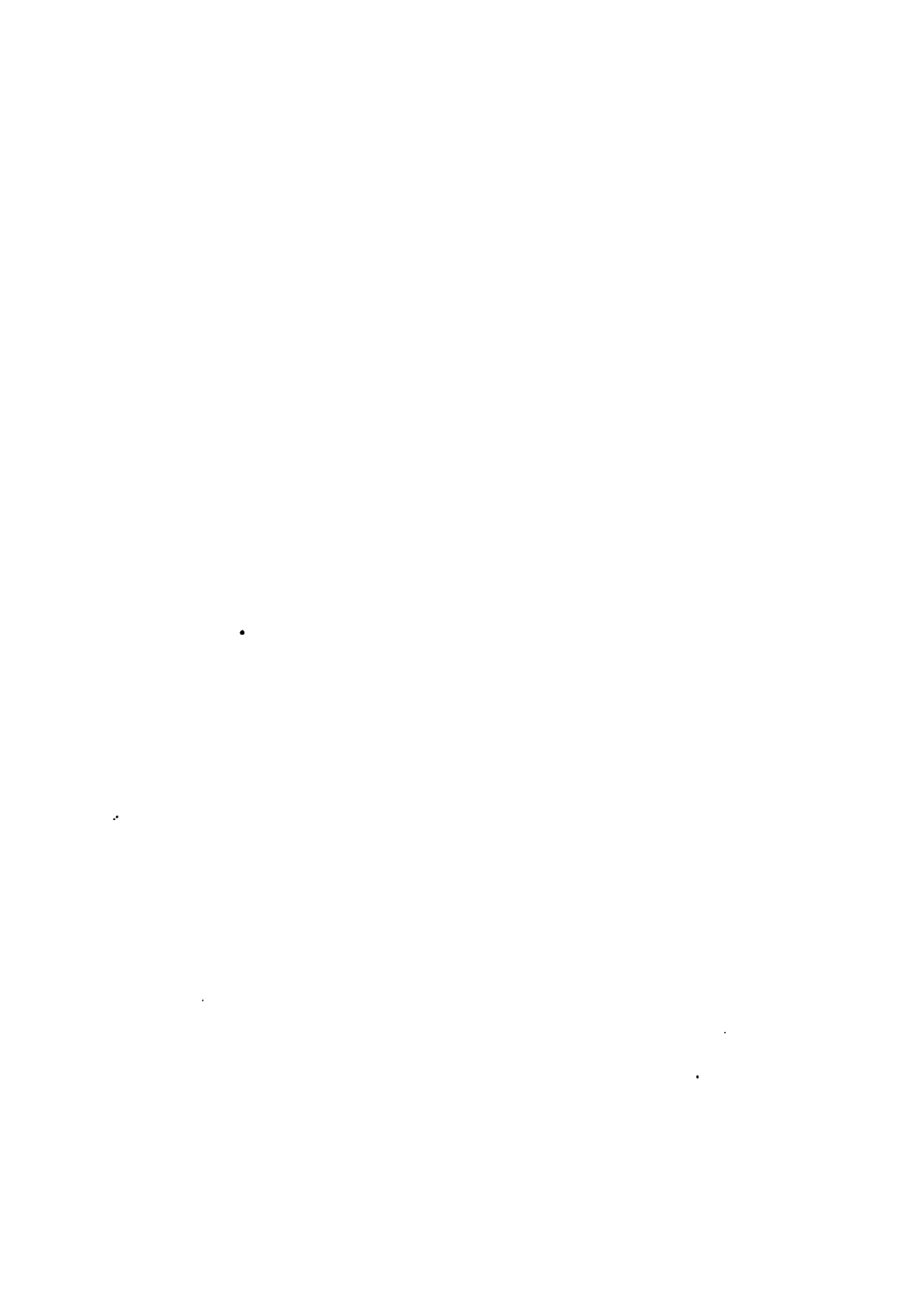
On my return to Boston I began my duties as managing editor of *The Journal of Education*, and continued in that position for a year and a half. This was an instructive period of my life. I was constantly investigating educational theories and practices. I attended the great meetings, such as those of the National Educational Association, the National Council of Education, the American Institute of Instruction, the meetings of the State Associations in New England, and the National Meeting of State and City Superintendents. During that time I assisted in the formation of the American Historical Association and the American Economic Association.

The editorial work required constant study of principles and methods. All this was of great interest to me and I enjoyed it immensely. My many years' experience in editing *The Rhode Island Schoolmaster* was of value in this position. The acquaintance and frequent intercourse with distinguished superintendents and teachers proved not only of interest, but of value to me. The business of the office increased as well as the circulation of the *Journal*.

At the end of the year 1885, I sold my interest in the New England Publishing Company and retired from it, taking with me the magazine, *Education*. Hitherto, this had been issued quarterly, but now I changed "Education" it to a monthly publication. Subsequently I organized the "Eastern Educational Bureau," which was



WILLIAM A. MOWRY AT THE AGE OF SIXTY



incorporated and the business rapidly increased. In addition to the publication of the magazine *Education*, which was the first quarterly and monthly high grade educational magazine published in this country, we were soon publishing *Common School Education*, a monthly periodical devoted to the art of teaching, for primary and grammar schools, and were conducting the Eastern Teachers' Agency. I remained in this position as president of the corporation and editor of the two journals until the summer of 1891, thus engaged in editorial work for seven years. During these years many changes took place in the educational field, in the work of public schools, private schools and colleges.

First of all I may mention the great change that came over the Boston School Board in 1888. After a spirited and somewhat turbulent discussion of the teaching of history, a noted reaction in the School Board took place by which ten new members of the Board (there were twenty-four members in all) were elected. For the next three years these ten men really dominated the action of the School Board, in many important particulars, which left a marked influence upon the schools of the city.

Not long after taking my place on the Board, I discovered that there was an officer in the school department, called "Instructor in Hygiene." Many current rumors were afloat as to the necessity of this officer and as to the amount of work which he was doing. In the minutes of the school committee for 1889, at the meeting held on June 25th, is the following: "On the motion of Mr. Mowry it was '*Ordered* that a committee of five be appointed by the president to consider the question of instruction in hygiene,—whether it should be given by a

separate instructor, by the supervisors, or whether it should be combined with the instruction given in physical training.'"

As chairman of that committee, I made an extended report of sixteen printed pages, signed by three members of the committee. This report recommended that "On and after the first day of March, 1890, the office of Instructor in Hygiene be abolished." This conclusion was arrived at by the committee on the ground that the office was clearly a violation of the law. This decision was reached after an examination of previous action of the School Board and of the opinion of the City Solicitor, who stated practically that the Board had not authority to appoint such an officer, as it entrenched upon another department of the city government, namely, the Board of Health. The other two members of the committee made a minority report insisting that the office of Instructor of Hygiene should not be abolished. The matter was acted upon at a subsequent meeting of the Board and it was voted, seventeen to three, that "On and after the first day of March, 1890, the office of Instructor of Hygiene be abolished." In this report the committee suggested that a new committee on physical training be added to the list of standing committees.

In accordance with this suggestion when the Board organized in January, 1890, it added to its list of standing committees a committee on physical training. I was made chairman of that committee. Three of the four other members of the committee were physicians. This committee made an extended report in June of that year. The report is largely historical and gives a full account of the extended tour which I had made through the West and Northwest in examining the different systems

Report on
Physical
Training

of physical and manual training in use in the various cities in that part of the country.

The report gave an account of the work as seen in the schools of St. Louis, Kansas City, Denver, St. Paul, Minneapolis and Chicago. It called attention to the work carried on in Toledo, Cleveland, Cincinnati, and Nashville. It described the system used in my own school in Providence for thirty years. It discussed at some length the German Turners' system, the Delsarte system, the Ling or Swedish system, and the methods employed by Prof. Carl Betz in Kansas City. It told what attention had been given to this subject in the schools of Somerville, Cambridge, Newton, Providence, Springfield, New Haven, Brooklyn, Philadelphia and other places. It discussed very fully the advantages of the Ling system and finally expressed the decided opinion of all the members of the committee in the following language:

(1) "The time has fully arrived when gymnastics as a branch of school culture should be introduced into all the public schools of this city.

(2) "The Ling or Swedish system of educational gymnastics is in all respects best adapted for use in these schools.

(3) "Such measures should be taken in introducing this system as will best insure its efficient and permanent practice.

(4) "To this end special instructors, thoroughly trained in the system, should be employed to instruct the teachers and to supervise the practice of the system in the schools of all grades, and it should be the duty of the supervisors in their official visits to the several schools to see that this new branch receives proper attention.

(5) "Not less than ten minutes nor more than fifteen minutes should be used for these exercises during each school session.

(6) "These exercises should be conducted under the direction of the regular teachers in the different schoolrooms.

(7) "For the purpose of efficiently carrying out the above

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plan, your committee recommend the appointment of one director of physical training and four assistants."

Swedish System Introduced At a subsequent meeting of the Board the following orders were passed:

"Ordered, That the Ling or Swedish system of educational gymnastics be introduced into all the public schools of the city.

"Ordered, That a director of physical training and one or more assistants be employed, the total salaries for the same not to exceed the sum of five thousand dollars (\$5,000) per annum, and that the Committee on Physical Training be authorized to nominate suitable persons for these positions, to commence at the beginning of the next school term."

In carrying out these orders I went to Baltimore, and, by the authority of the Superintendent of Schools, offered the position of Director of Physical Training to Dr. E. M. Hartwell, then in charge of the gymnastics at Johns Hopkins University. He accepted the position. Subsequently Mr. Hartvig Nissen, of Christiania, Norway, was appointed assistant. The Ling system was put into successful operation and has been in use in all the schools of the city to the present time.

The next matter that I desire to refer to in the action of the School Board relates to the introduction of temperance teaching in the study of physiology. I was a **Physiology** member of the committee on text-books and we were obliged to consider the question of a change in text-books in physiology. After a careful examination of the different text-books before us, I came to the conclusion that we ought to introduce text-books which included the newer temperance teaching in accordance with the efforts then being made by Mrs. Mary H. Hunt. I soon found that the

committee were not unanimous upon the subject. We had many meetings and discussed the subject fully in all its details. On the final vote of the committee, four of us were in favor of the introduction of the temperance teaching and the chairman of the committee was opposed. I wrote the report of the majority, recommending a certain series of text-books. The chairman of the committee wrote the minority report. Our majority report was accepted and adopted, and the books then introduced were in use for many years afterwards.

One other action of the School Board during my term of service requires mention. I refer to the adoption by the **Permanent Board of a complete system of permanent tenure** **Tenure for** for the teachers. The subject had been agitated **Teachers** for a number of years. A bill had passed the Legislature entitled "An Act Relating to the Tenure of Office of Teachers" which gave permission to the City of Boston to make regulations for the permanent tenure of its teachers. It was well understood that Mr. Edward C. Carrigan was largely instrumental in securing the passage of this bill by the General Court.

Considering that the time had arrived when this subject could be properly considered by the School Board of Boston, on the 22d of January, 1889, I moved that this question be referred to the Committee on Rules and Regulations, that "if deemed advisable by them to report to this Board such changes in the rules and regulations as will be necessary to carry the same into effect." On the 12th of March the Committee on Rules and Regulations made a report. The essential part of this report was as follows: "All instructors except those of the evening schools and evening drawing schools, temporary teachers, and special assistants, who have

served successfully for four successive years and are recommended by the committees in charge for election for a tenure of office during good behavior and efficiency, shall, when elected, hold their office during the pleasure of the Board." This order required many changes in the rules and regulations, all of which were reported by the committee and adopted. The report, advocating the permanent tenure, was made by the chairman of the committee, Judge J. D. Fallon, and is a strong report creditable to the writer.

During the last year of my service on the School Board I was Chairman of the Committee on the Annual Festival, which was held and had been held for many years at the close of the summer term of school, the last of June. At this festival the Mayor of the city, in behalf of the School Board, presented a handsome bouquet of flowers to every scholar who then graduated from the grammar schools. This festival was held in the great hall of the Mechanics Building, and the bouquets were presented to nearly, if not quite, three thousand children. It was an interesting spectacle. Probably four thousand teachers, parents and friends of the children were present in addition to the three thousand boys and girls who were to receive the floral gift. In making the address for the Committee, I was speaking to, I think, the largest audience that I had ever addressed. The children, like an army, were massed in regiments, as it were, each school by itself, and they marched up in order, one school after another, upon the platform, and each person received his bouquet from the hand of the Mayor and marched down the opposite side of the stage. It was a beautiful custom, worthy of the ancient city of Boston.

I need not say that I enjoyed this service for the schools

of Boston, and that I regretted the necessity of resigning from the Board, as I felt compelled to do in the fall of 1891, when I removed to Salem.

Many matters of interest and importance came under my observation during those seven years. At one time we organized the Massachusetts Council of the American Institute of Civics, of which I was president. We held many meetings and discussed important questions relating to our government and to civil affairs. I was frequently called upon to address public gatherings and to give instruction in academies and colleges and at teachers' institutes. In taking the trip to our western cities, already spoken of, I made a three weeks' stay in Nashville, lecturing daily to the Peabody Normal College. These matters will be more fully discussed in a subsequent chapter.

CHAPTER X

EARLY EDUCATIONAL PERIODICALS*

AMERICA has nothing more characteristic than her system of education. This system has shown a remarkable evolutionary growth. Its development has much in it of interest to the philosopher, the student of history, the patriot and the philanthropist. The American system of public schools has had a rapid growth since 1820. From 1820 to 1840 was really its formative period. The condition of schools anywhere depends principally upon the condition and qualifications of the teachers. Whatever improves the teacher improves the school in respect to its moral tone, methods and scholarship. Everyone must admit that the typical American teacher has greatly changed for the better within the last fifty years. The present improved condition has been largely brought about by three things: (1) The establishment of educational journals. (2) The foundation of Normal Schools, Summer Schools and Teachers' Institutes for the teachers. (3) The introduction of efficient school supervision. These three great agencies have produced a complete evolution in school affairs and particularly in methods

* I cannot do better than to reproduce here my paper read before the Educational Congress at Chicago, July 25, 1893. An abstract of this paper was published in the volume of the National Educational Association for that year. This paper was entitled: "A Brief Historical Account of the Educational Periodicals Which Have Been Published in New England. By William A. Mowry, Ph.D., Superintendent of Schools, Salem, Mass." This paper covers the next two chapters.

of instruction. The state of New York appointed a superintendent of common schools in 1812. Other states followed:—Rhode Island in 1845, Massachusetts in 1848, Connecticut in 1850. Among the earliest cities to establish the city superintendency may be mentioned Springfield, Mass., Louisville, Ky., Buffalo, N. Y., Providence, R. I., in 1839; Boston, Mass., 1851.*

The first permanent Normal School for teachers established on this continent was opened at Lexington, Mass., on the third day of July, 1839, with Cyrus Peirce as principal.

It has often been claimed that the first educational periodical in the country was the *American Journal of Education*, published in Boston in 1826. This, however, was a mistake. On February 7th, 1818, was published in New York the first number of a periodical for teachers, entitled *The Academician*. In the preface to the first number, the editors, Albert and John W. Pickett, say, "the literature and state of education in our country will claim particular attention and our exertions in their cause will be truthful and persevering." This periodical was edited and published semi-monthly. Its price was three dollars per annum. Each number contained sixteen pages. The volume embraced twenty-five numbers, the last of which appeared January 29, 1820. The editors of this magazine were men of learning and ability, prominent as teachers at that time. Among the most important articles contained in this publication may be named the following, taken from the table of contents:

1. On the necessity of good instructors.

* In 1823 a normal school with practice teaching was established in Concord, Vt., by Dr. Samuel Hall, who continued it for seven or eight years. It was a private school.

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2. On men eminent as teachers and philosophers and the estimation in which the office of preceptor was anciently held.

3. General observations on the utility of mathematics.

4. On scholastic and parental discipline.

5. On the necessity of employing capable instructors, and the injury and injustice done to society by quack pedagogues.

6. On mental discipline; on inducing thought or reflection; on the consequences of learning words abstractly, and the necessity of connecting specific ideas with words.

7. On the evil tendency of theatrical representations at school.

8. On obedience and submission.

9. On the advantages derived to instructors in general from a knowledge of the mode by which the deaf and dumb are instructed. On teaching spelling and the elements of composition. On the importance of a knowledge of the prefixes and terminations of the English language.

10. On the necessity of incentive to exertion. On its benefits. On the influence of physical and moral causes. On diffusing a national emulation.

11. On the love of fame—its effects—its influence in rewards and punishments.

12. On the study of the Latin and Greek languages.

13. On the difficulties of teaching, and the conduct, in general, towards instructors.

14. On an English course of instruction.

15. On female education.

16. On the necessity of employing moral as well as scientific instructors.

17. On teaching geography.

18. On the proper method of teaching the English language.

19. Subject continued; on the necessity of understanding the force and meaning of the English prefixes and terminations; derivation, the synonyms, etc.

20. The same subject continued; on the absurdity of learning words abstractly; on the necessity of learning ideas when words are learned; on determining the specific meaning of words from induction, or their collocation in sentences.

21. On learning English grammar.

The inaugural oration of Rev. Joshua Bates, on taking his seat as President of Middlebury College, Vermont.

Under the head of "Outlines of Philosophic Education" we find a careful treatment of various topics under these heads.

1. On the science of the human mind.
2. On the elements of intellectual culture.
3. On the education of art.
4. On the improvement of the faculty of attention.
5. On the improvement of the faculty of memory.
6. On the culture of the imagination.
7. On the improvement of the power of judging and reasoning.
8. On the Baconian method of induction.
9. On the nature and utility of oral instruction.
10. On the utility of daily examinations in schools.
11. On the improvement of genius.
12. On the elements of taste.
13. On the importance of taste in composition.
14. On public lectures.
15. On themes.

The work contains a series of articles, critical and discriminating, upon the entire subject of grammar, English and general. Another series was on the teaching Value of "Academician" of mathematics; and articles on the Lancasterian system of education. Then follow an important series of articles on Pestalozzi's method of teaching religion and moral principles to children; a comparison between Pestalozzi, Bell, and Lancaster and their methods; accounts of various institutions of learning, such as Fellenburgh's School, The Virginia University, The Hartford Deaf and Dumb Institution, The New York Institution for the Deaf and Dumb, Williams College, Columbia College, Union College, University of North Carolina, Fayetteville Academy, and other institutions. The quotations from Pestalozzi are extended and valuable. The department of philology is written from a high point philosophically and philologically. The whole work from beginning to end is of high character, and would be of great service to any reader at the present day.

Although the *Academician* was not published in New England I have given the above brief account of it for the purpose of correcting the too common error into which many have fallen, by supposing that the *American Journal of Education* was the first publication of this kind in the country.

"THE AMERICAN JOURNAL OF EDUCATION"

The publication of this monthly periodical was begun in January, 1826. It was published by Wait, Greene & Co., Court St., Boston, and was printed by Thomas B. Wait & Son. Each number contained sixty-four pages and its subscription price was four dollars a year. The names of the

editors were not given, but Dr. Henry Barnard is the authority for the statement that the *Journal* was edited by William Russell, W. C. Woodbridge and William A. Alcott. Mr. Russell retired from the editorship in January, 1829.

Many men of marked ability were interested in matters of public education in Massachusetts at that time. Among these might be mentioned A. Bronson Alcott, Jacob Abbott, Ebenezer Bailey, William B. Calhoun, James G. Carter, Nehemiah Cleveland, Warren Colburn, Caleb Cushing, George B. Emerson, B. D. Emerson, William B. Fowle, Josiah Holbrook, Horace Mann, Rev. Samuel J. May, Samuel P. Newman, Henry K. Oliver, Rev. John Pierpont, Asa Rand, Joseph Story, Gideon F. Thayer, George Ticknor and John C. Warren. These were famous men. Many of them subsequently attained not only high rank, but great popularity for their writings and their efforts in elevating the standard of education in New England. Concerning the necessity of such a publication, the editors in the first number speak as follows:

"A periodical work, devoted exclusively to education, would seem likely to be of peculiar service at the present day, when an interest in this subject is so deeply and extensively felt. At no period have opportunity and disposition for the extensive interchange and diffusion of thought been so favorably combined. Science and literature have their extensive publications, issuing at regular intervals from the press and contributing incalculably to the dissemination of knowledge and taste. But education—a subject of the highest practical moment to every school, every family, and every community—remains unprovided with one of those useful vehicles of information."

The editors also state the general design of the *Journal* to be:

I. "To record facts of importance concerning the present state of education in this country and other lands. Also to furnish the leading facts of the history of education in the past.

II. "To diffuse 'enlarged liberal views of education.' By these enlarged liberal views of education the editors plainly say is meant 'the means of fitting man for the discharge of all his duties.' They specially and distinctly state that this will include 'physical education or the training of healthy bodies, moral education, domestic and personal education or that which consists in the voluntary formation of individual character.'

III. "The education of women, which they consider 'a matter of unspeakable importance.'

IV. "Elementary education, which they characterize as having 'more importance than any other period or department.'

V. "Higher education, including the study of sciences."

Mr. Russell retired from the editorship at the close of the third volume, and at the beginning of the fourth volume, January, 1829, the *Journal* became bi-monthly, with longer articles and consequently a broader discussion of the topic considered. Two years later its name was changed to *American Annals of Education and Instruction, a Journal for Literary Institutions*. At this time it returned to the plan of monthly issues. During this time its principal editor was Mr. William C. Woodbridge. Mr. Woodbridge continued in the editorial chair until the close of the volume of 1837, although for a considerable period, while he was detained in Europe by ill health, the editorial duties devolved upon Dr. W. A. Alcott. Soon after the retirement of Mr. Woodbridge, Dr. Alcott also withdrew and Mr. M. G. Hubbard became the editor. A fatal mistake was now made by the new editor. He turned the magazine away from its former design, which was to elevate the various grades of the

common schools of New England, and the *Annals* now came to be the advocate of high schools, academies and colleges.

Meantime the Commonwealth of Massachusetts had established the State Board of Education. Edward Everett

Horace was the first President of this Board and Horace
Mann's Mann was made Secretary of the Board, which
Salary was, in fact, the office of Commissioner of Public Schools for the state. It is interesting to observe that the salary which the great Commonwealth of Massachusetts at first gave to this large-hearted man, laborious worker, and deep thinker, was the munificent sum of one thousand dollars per annum, "provided he should devote himself exclusively to the duties of the office!"

"THE COMMON SCHOOL JOURNAL"

Mr. Mann looked with regret upon this change in the magazine, and in November, 1838, the first number of the *Common School Journal* was issued. Of this new periodical Mr. Mann was the editor for ten years.

In 1848, Mr. Mann was elected as Representative to Congress. He, therefore, withdrew from his position as editor. The last number which was published under his care was that of December 18, 1848. He was succeeded by William B. Fowle, an earnest advocate in educational matters at that day. The *Journal* was discontinued with the volume for 1852. The first publishers of the *Common School Journal* were Capen, Lyon and Webb; afterwards, Fowle and Capen, and, later still, William B. Fowle. It was published twice a month, an octavo, price one dollar a year.

These two periodicals, the *American Journal of Education*, later called the *American Annals of Education and Instruction*, covering the period from 1838 to 1853, exerted

a powerful influence upon the educational thought of America. Their subscription lists were never large, but they were read by the leading educators in all parts of the country. They covered that period of agitation in educational matters which resulted in better schools for the Old Bay State, for New England, for the whole country. Within this period was the entire service of Horace Mann as Secretary of the Massachusetts Board of Education. The editors, William Russell, William Channing Woodbridge, William A. Alcott, Horace Mann and William B. Fowle will readily be recognized and acknowledged by all as among the most profound thinkers and earnest advocates of improved methods in education, that this country has ever produced.

The time had arrived when great improvements must be undertaken in educational affairs. Warren Colburn's "Intellectual Arithmetic" had virtually introduced into New England the real spirit of Pestalozzi's method of instruction. Mr. James G. Carter had written many able editorials for the *United States Literary Gazette*. Dr. Barnard, in the third volume of his *Journal*, says: "The light shed on the whole subject of education by the labors of Pestalozzi had excited throughout Europe and America a fresh interest in all the great questions involved in the various departments of physical, intellectual and moral culture." In the *American Journal of Education*, William Russell, the editor, discussed such subjects as, "Infant Schools," then first introduced into this country, "Sabbath Schools," "Elementary Education," "High Schools for Girls," "Schools for Teachers" and "The Lyceum." A. Bronson Alcott in a letter to George B. Emerson says: "It is no disparagement of later journals to affirm that none have embraced a wider field of

speculation or of practice, or dealt more ably with the leading principles of human culture."

Horace Mann is everywhere recognized as having been in his day, a vigorous thinker and a great reformer in matters pertaining to education. The amount of labor which he performed while he was Secretary of the Massachusetts Board of Education was enormous. In his supplementary report, 1848, he said: "From the time I accepted the secretaryship, on January 1, 1837, until May, 1848, when I tendered my resignation of it, I labored in this cause an average of not less than fifteen hours a day; from the beginning to the end of this period I never took a single day for relaxation, and months and months together passed without my withdrawing a single evening to call upon a friend."

In the midst of such labors as these, is it not a marvel that he should, almost single handed and alone, conduct a vigorous magazine published semi-monthly, wherein he discussed the great principles of education and their practical application in the school? He himself considered the *Journal* to be the "right arm of his power and influence," and the great reforms which he inaugurated in teaching and the revolution in public sentiment effected during his remarkable administration, may be traced to the *Journal* as the most important agency.

The following is an abstract from Mr. Mann's valedictory **Mr. Mann's** in the number for December 18, 1848, and **Farewell** gives a distinct view of educational journalism at that day.

"It came to the public as their fate, rather than as a consequence of their free will. It was born, not because it was wanted but because it was needed. Though the *Journal* is

but ten years old, yet compared with any other journal devoted to the cause of education in this country its age is patriarchal. One, the *Albany District School Journal*, which was established about two years after this, having been nourished by the bounty of the state, still survives. But numerous others, subsequently commenced, have been sad remembrances of the brevity of life. Some have died as soon as born because they had no life, no vital organs within them; but others, and the far greater number, have perished from the bleak atmosphere—the coldness of the world into which they were born. May the survivors long live to earn the highest of all rewards—the reward of well doing, and may their last days be their best days.

“Our motto used to be, ‘The cause of education, the first of all causes.’ Recent events, however, of a national character, have forced upon the public education the great truth, that before a man can be educated he must be a free man. It is in obedience to this truth that the editor of the *Journal* now leaves the immediate field of education to assist in securing, as far as one vote among two hundred and thirty votes in one department of the national councils can do it, the *freedom of man* in regions yet unoccupied by civilized races; so that the vast territories which are now roamed over by savage hordes may rise from barbarian life into civilization instead of sinking, in this nineteenth century of the Christian era, from the depths of barbarism into the abyss of slavery.

“It is no alienation, therefore, from the cause of education, but only to secure a sphere where education may ‘run and be glorified’ that occasions this apparent departure from his long-loved field of labor. Than these causes what can be nobler? For these causes, who would not be willing to fall, though he should fall like Arnold von Winkelried—his body a ‘sheaf of spears’?

“With a comprehensiveness of meaning that embraces both worlds, we wish our readers and friends, Farewell.”

We are now considering that period of time when Teachers’ Associations were being formed. The “American Institute of Instruction” was the first of these general associations for the uplifting of the

cause of education. Its first meeting was held in Boston in 1830, and its first President was Dr. Francis Wayland.

The first state association of teachers, which has had continued existence to the present time, was the "Rhode Island Institute of Instruction." This was organized January 25, 1845, and John Kingsbury was its first President.

The Massachusetts Teachers' Association was organized November 24, 1845, and Oliver Carlton, of Salem, was president. At this meeting the Association appointed a committee to report on the expediency of establishing a Teachers' Journal. The second annual meeting of the Association, in November, 1846, decided in favor of establishing such a journal and the Association appointed a committee of five "with discretionary power to establish such journal, provided it can be done without subjecting the Association to pecuniary responsibility, and that this committee act as an editorial committee in conducting it."

"THE MASSACHUSETTS TEACHER"

By virtue of this vote, the first number of *The Massachusetts Teacher* was published in January, 1848. The publishing committee consisted of Thomas Sherwin, John D. Philbrick, Samuel W. Bates and Charles Northend. The first editorial board consisted of Samuel W. Bates, of Boston; George B. Emerson, of Boston; Oliver Carlton, of Salem; Charles Northend, of Salem; Ariel Parish, of Springfield; C. S. Pennell, of Charlestown; John D. Philbrick, of Boston; Thomas Sherwin, of Boston; P. H. Sweetser, of Charlestown; Gideon F. Thayer, of Boston; Benjamin F. Tweed, of Charlestown; William H. Wells, of Andover. No one of these distinguished educators is now living.

The *Teacher* was in octavo form and each number of the

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first few volumes contained thirty-two pages, and of later volumes, forty-eight pages. The subscription price was one dollar a year. It continued to be published under the auspices of the Teachers' Association for twenty-seven years. A board of twelve editors was appointed annually by the Association, each person editing one number. During most of these years in addition to the twelve editors there was also a resident editor.

The character of this journal, as of any periodical under a board of editors and managed by an association, could not be expected to preserve the unity of purpose and continuity of work which had characterized to such an eminent degree the two publications already described. It was, however, edited with much ability and it embodied and presented the best educational thought of the day, upon practical subjects connected with common school education.

This journal covered a period of more than a quarter of a century, from January, 1848, to January, 1875, during which time the American Institute had done **New** vigorous work; the National Educational Association had been formed (1857), and had exerted **Systems** a wide influence upon the teachers of the country; institutes had become common through the entire North and wherever a state system of public schools had been established. **Introduced** Normal Schools were in operation in a large majority of these states; the old memoriter method of instruction was passing away; a new system of object teaching had been introduced; more reasonable methods of learning to read were advocated here and there; and improved text-books made by the most successful and thoughtful teachers were coming into vogue. Its volumes present a record of earnest thought and decided educational advancement. It may be questioned

whether any single state today can exhibit a set of volumes of a teachers' journal which embody more vigorous thought, true doctrine or valuable suggestions than these twenty-seven volumes of *The Massachusetts Teacher*.

"JOURNAL OF THE RHODE ISLAND INSTITUTE OF
INSTRUCTION"

It has already been mentioned that the American Institute of Instruction was organized in 1830. In 1845 the friends of education in Rhode Island, teachers, lawyers, clergymen and business men, organized what has practically ever since been a State Teachers' Association. The name adopted, patterning after the name of the parent society, whose constitution, in large measure, it adopted, was The Rhode Island Institute of Instruction. This Institute at once undertook, through Dr. Henry Barnard, the establishment of a periodical devoted to the interests of education, the first number of which appeared November 15, 1845.

The first prospectus of the *Journal* was issued November 6th by the "Committee of Publication" which consisted of John Kingsbury, Thomas C. Hartshorn, Nathan Bishop and Amos Perry. In this prospectus the committee say: "In pursuance of the object for which the Rhode Island Institute was established—'the improvement of public schools and other means of public education in the state'—arrangements have been made to publish during the winter of 1845-6, a paper to be called *The Journal of the Rhode Island Institute of Instruction*." The editorial department was under the care of Hon. Henry Barnard, Commissioner of Public Schools.

The committee further say that the *Journal* will be issued

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"on the first and fifteenth of each month until the volume is completed by the publication of twelve numbers." In addition to these twelve numbers they say that, "An extra will be published from time to time containing official circulars, notices of school meetings and other educational movements and a series of 'Educational Tracts,' prepared by the commissioner of public schools." They also add: "The volume including the extras and 'Educational Tracts' will constitute, at least, three hundred pages." The price was fixed at fifty cents for a single copy of the volume.

The first volume of this journal was completed in June, 1846, and consisted of fourteen numbers, embodied in 255 pages, to which were added thirteen numbers of extras, comprising 215 pages, and "Educational Tracts" of 141 pages, making in all 611 pages—a pretty formidable volume for the low price of fifty cents.

This was followed by the second and third volumes under the same name and of the same character, although somewhat larger than Vol. I. Their publication was then interrupted by Mr. Barnard's withdrawal from Rhode Island, having been appointed superintendent of the public schools of Connecticut.

The services of Mr. Barnard as school commissioner of Rhode Island from 1843 to 1849 was of the most vigorous **Practical** character and of the greatest value. He was **Papers** earnest, devoted, efficient and a radical reformer. This *Journal*, like the *Common School Journal* to Horace Mann, was his "right arm" for both defensive and offensive efforts. These volumes discuss school architecture, with numerous illustrations of exterior views and floor plans of schoolhouses, school equipments and apparatus,—such as desks, seats, gymnastic apparatus,—methods of ventilation,

lighting, heating, etc. They furnish the school laws of the state at that time, accounts of the teachers' institutes, other meetings, articles upon the duties of parents, ethical teaching in schools, school motives, and school vices, Normal Schools and teachers' institutes, reports of various superintendents from different cities and different states, lectures and papers on a variety of topics.

These three volumes from 1846-1848 inclusive, form a unique repository of practical information concerning a variety of matters relating to public schools, their organization and operation, of much value to school officers as well as to school teachers. Indeed, the evident design of the volumes and of the articles which they contained was more for the benefit of the school officers than of the teachers. They would scarcely be included, therefore, in the list of teachers' journals, but deserve a prominent place among educational periodicals.

"RHODE ISLAND EDUCATIONAL MAGAZINE"

Mr. Barnard was succeeded by Hon. Elisha R. Potter as school commissioner of the state, who published in 1852 a periodical with the above title. It was supported principally by the private contributions of gentlemen interested in advancing the cause to which it was devoted, and it was sent gratuitously to the chairmen and clerks of school committees and to the clerk of every school district. In this manner important information was widely diffused and much good accomplished.

"THE RHODE ISLAND SCHOOLMASTER"

Mr. Potter retired from his office in 1854 and Rev. Robert Allyn was his successor. Mr. Allyn held the office for three

years. He had scarcely entered upon his duties before he became convinced that a teachers' journal was a necessity. At the same time the same thought was in the minds of several of the leading teachers of the state.

At the meeting of the Rhode Island Institute held in Providence, January 27, 1855, at which the writer was present, a committee was appointed to consider the expediency of establishing an educational journal.

"The following gentlemen were appointed, viz: Messrs. Tallman, Colburn, Gallup, Allyn, Vail, and Potter.

"This committee reported the following resolutions which were adopted, viz:

"Resolved, that it is desirable that an Educational Journal be established in Rhode Island.

"Resolved, that in order to secure the highest efficiency and usefulness of such a journal, it should be under the editorial supervision of the Commissioner of Public Schools.

"Resolved, that it is the duty of the friends of education in this state to give their hearty support to such a journal, whenever established, and, we, teachers of Rhode Island, pledge ourselves to cordially coöperate with the Commissioner in this important undertaking."

In response to this vote of the Rhode Island Institute, the first number of *The Rhode Island Schoolmaster* was issued in March, 1855. It was a monthly periodical, octavo, 32 pages in each number. Its subscription price was one dollar a year. It was popular in style, and its articles, which were principally short, embraced a great variety of subjects.

There were school stories, a scholars' department, questions and problems, mathematical and otherwise, school jurisprudence, editor's department, book notices and "all sorts of things."

Mr. Allyn edited the magazine, assuming the entire

financial risk of its publication until he resigned his office and left the state in September, 1857.

Mr. William A. Mowry then purchased the magazine from him and edited it and published it until January, 1860. At this time it had become a vigorous and successful periodical, with a respectable list of subscribers and was upon a paying basis. In 1860 Mr. Mowry turned it over to the Rhode Island Institute of Instruction and from this time for fifteen years it was the organ of that association.

A board of twelve editors was appointed as follows: Henry R. Pierce, of Woonsocket; N. W. DeMunn, of Providence; Thomas Davis, of Pawtucket; A. J. Foster, of Westerly; Amos Perry, A. W. Godding, William A. Mowry, John J. Ladd, of Providence; Isaac F. Cady, of Warren; N. B. Cooke, of Bristol; Francis B. Snow, Albert J. Manchester, of Providence. The following writers became special contributors to its pages: Hon. J. B. Chapin, Commissioner of Public Schools; Rev. Daniel Leach, Superintendent of Schools, Providence; Rev. Michah J. Talbott, of East Greenwich; Albert A. Gamwell, of Providence; Professors Samuel S. Greene and Robinson P. Dunn, of Brown University; and Rev. Robert Allyn, of Ohio.

Cooke and Danielson, proprietors of the *Providence Daily Press*, became the responsible publishers. In January, 1861, John J. Ladd and N. W. DeMunn were appointed as resident editors with a board of twelve contributing editors.

In January, 1862, a new departure was made by appointing a long list of contributing editors and assigning to each editor a particular subject. These subjects included the following: political education, literature, natural science, didactics, questions for examination, grammar and rhetoric, reading and writing, moral culture, geology and botany,

school discipline, physical education and physiology, history, languages, geography, mathematics. The same arrangement was continued for several years.

The issue for March, 1869, gave notice that "the present number of *The Rhode Island Schoolmaster* is the last—at least for the present." The difficulty seemed to be that no proper arrangement could be made for editing it. In October of that year its publication was revived by Hon. Thomas W. Bicknell, who had been appointed commissioner of public schools for the state. Mr. Bicknell assumed the entire control financially, and for the next two years it was edited by T. B. Stockwell and T. W. Bicknell.

The volumes for 1872, 1873, and 1874 were under the exclusive control of Mr. Bicknell. It still continued to be the organ of the Rhode Island Institute of Instruction and this body annually appointed a board of contributing editors as heretofore. The December number for 1874 completed twenty years of its publication. At that time it was merged with the other teachers' journals of New England in the *New England Journal of Education*, which will be considered later.

The *Massachusetts Teacher* had been published twenty-seven years and *The Rhode Island Schoolmaster* twenty years. These two state journals stand out conspicuously among the journals of the New England states. They did not furnish the strong meat which had characterized the *American Journal of Education* or the *Common School Journal*, but they had appealed to the teachers of the common schools, had created among them a laudible ambition for improvement, had suggested better methods of instruction, better ideals of education and established a higher type of school management and discipline. They did yeoman's

service in their respective states in the cause of public education. They now gave way to a better plan in the union of forces upon one journal to be issued weekly and to cover the ground for all New England.

“THE CONNECTICUT COMMON SCHOOL JOURNAL”

Hon. Henry Barnard was secretary of the board of school commissioners in Connecticut from 1838 to 1842. On entering upon the duties of his office he saw the necessity of having a medium of communication upon school matters between him and the people. He, therefore, at once established a periodical styled *The Connecticut Common School Journal*, which he published, edited and owned, during these four years. It was chiefly intended to contain the school laws of the state and all such information concerning educational matters as the school officers and teachers should need.

When Mr. Barnard removed to Rhode Island to become the school commissioner for that state, this periodical ceased. On his return to Connecticut as superintendent of the schools of that State in 1850, he re-established the *Journal* and conducted it as before until 1854. At that time it was turned over to the Connecticut State Teachers' Association, which appointed an editorial committee. This action was brought about at the annual meeting of the State Teachers' Association in 1853.

The first board of editors under this new arrangement consisted of Hon. Henry Barnard, Hartford; Prof. John Brocklesby, Trinity College, Hartford; T. W. T. Curtiss, Principal of the High School, Hartford; David N. Camp, State Normal School, New Britain; Rev. E. B. Huntington of the High School, Waterbury; Prof. John Johnston,

Wesleyan University, Middletown; F. B. Perkins, Hartford; E. A. Lawrence of the High School, Stamford; Prof. T. A. Thatcher, Yale College, New Haven; and John D. Philbrick, Principal Normal School, New Britain. This board of editors was changed more or less from year to year.

The publication was a monthly, octavo, thirty-two pages in each number, and was published at one dollar a year. John D. Philbrick was the first resident editor of this monthly publication. After several years Charles Northend became the editor and later David N. Camp. The journal was fairly well sustained by the teachers of the state, though never a source of profit to the Association. Frequent deficiencies in the funds for its publication were made up by contributions from leading teachers of the state. It proved to be an important aid to the state department of education as well as to the local school officer and public school teachers. For several of the later years of its publication a small appropriation was made by the state in return for which the *Journal* was sent to the school visitors of every town. This journal, with others, was merged in *The New England Journal of Education*, January 1, 1875.

BARNARD'S "AMERICAN JOURNAL OF EDUCATION"

Up to this point the various educational journals which we have considered have been local in character and designed rather for the common school teacher with the intention of improving the methods of instruction and elevating the schools of New England. Hitherto, no effort had been successful in producing a magazine of high character which should grapple with the great philosophical problems that surround the whole subject of education. Indeed, few men have been produced in this country with sufficiently broad

views and necessary accuracy, to gather the necessary information and to discuss the fundamental principles upon which the best systems of education are to be built.

Henry Barnard, LL.D., from his experience as commissioner of public schools in Rhode Island and superintendent of the public schools of Connecticut, from his extensive travels in Europe and careful study into the principles developed and methods put in practice in the schools and educational institutions of Great Britain and the leading countries of Europe, together with his keen instinct, his habit of accurate thought, his power of systematic generalization and analytical discrimination, was early acknowledged to be the man of America to undertake successfully the difficult task of editing an "American Journal of Education" which should be worthy the name and which should prove an honor to American education.

Dr. Barnard's experience with the *Connecticut Common School Journal* between 1838 and 1842 convinced him that a monthly or quarterly magazine devoted exclusively to the history, statistics, and discussion of systems, institutions and methods of education in different countries, but with special reference to the condition and needs of our American system of education, was highly desirable. During many years he collected a large amount of material, some of which he published in separate pamphlets. He endeavored at one time to enlist the aid of the American Institute of Instruction, but it had no money to devote to such a purpose. He made various efforts to secure the co-operation of the Smithsonian Institution but without success. He presented the subject to the American Association for the Advancement of Science, but that organization felt it necessary to confine its work to the more restricted department of

scientific investigation. Finally he determined to undertake the publication, upon his own responsibility, of such a magazine which should prove a complete library of education.

About this time he discovered that Rev. Absalom Peters, D.D., had in mind the project of publishing a periodical to be called the *American College Review and Educational Magazine*. Dr. Barnard joined forces with Dr. Peters and they together as co-editors began the publication of *The American Journal of Education and College Review*. The first number was published in August, 1855. This number contained 133 pages, including a discussion upon "Education," by Dr. Joseph Henry of the Smithsonian Institution; a paper by Dr. Hart of the Philadelphia High School upon the "Study of the Anglo-Saxon Language and its Relations to Our Present English Language"; a paper upon "Discipline, Mental and Moral," by Z. Richards, of Washington, D. C.; "Public Education Among the Cherokee Indians," by William P. Ross, and a paper upon "Discipline: School Government," by Rev. Samuel L. Hammill, of New Jersey. These are, principally, papers read at the meeting of the American Association for the Advancement of Education, which had been held in the city of Washington the previous December. The second number did not appear until January, 1856. It contained 96 pages, embracing articles upon a great variety of topics such as, "Unconscious Tuition," by Dr. F. D. Huntington of Hartford; "The Democratic Tendency of Science," by Prof. Denison Olmstead of Yale College; "Improvements Practicable in American Colleges," by Dr. F. A. P. Barnard of the University of Mississippi; "Public Education in Upper Canada," by J. G. Hodgins, Deputy Superintendent of Schools in Upper Canada; "Benefactors of Education, Literature and Science"; an extended

biographical sketch of Hon. Abbott Lawrence; an elaborate account of the Lawrence Scientific School at Harvard, and sketches of several collegiate institutions, with a résumé of educational intelligence.

After the publication of these two numbers it became evident that the two editors held such widely divergent views as to what a periodical of this high character should be, that it was clearly desirable that they should divide their work. Dr. Peters, therefore, withdrew from its publication and Dr. Barnard assumed entire charge of the work and continued it on its original plan. The third number, therefore, was published in March, 1856, under the title of *The American Journal of Education*. This number contained 180 pages and was illustrated by a steel plate portrait of George Peabody, an engraving of the new High School Building at St. Louis, with wood cuts illustrating that new building. The magazine now took a wider range of topics, this number including an article entitled "Education among the Hebrews," by Rev. Morris P. Raphall; an article entitled "Progress of Educational Development in Europe," by Dr. H. P. Tappan, Chancellor of the University of Michigan; "Improvements Practicable in American Colleges," by F. A. P. Barnard of the University of Mississippi; "Method of Teaching Greek and Latin," by Dr. Taylor Lewis of Union College; Biography of Ezekiel Cheever, the original Boston Schoolmaster; "Scientific Schools in Europe," by Daniel C. Gilman, New Hampshire; "Plan of an Agricultural School," by Dr. Porter of Yale; "Moral Education," by Rev. Charles Brooks, Massachusetts; "System of Public Instruction in St. Louis"; "Letters to a Young Teacher," by Gideon F. Thayer; "Department of Philosophy and the Arts in Yale College," with extensive notes on educational matters,

including the tables of publication of the United States, statistics, libraries, educational news from the various states and foreign countries, etc.

The new journal was fairly launched. The fourth number was issued in May and the first volume was completed by a variety of supplementary papers making in all a volume of 776 pages. This and subsequent volumes were published by F. C. Brownell, Hartford, Connecticut. Its price was fixed at three dollars a year.

The second volume contained three numbers, regularly published in August, September and December, 1856, and the third volume consisted of 756 pages including a wide range of subjects, historical, biographical and philosophical, with educational intelligence from this country and foreign lands. It was enriched with steel engravings of distinguished personages and with cuts and plans of educational institutions. The third volume was published in two numbers, the first in March, 1857, containing 288 pages, the next number in June of that year, carrying the folios, including the index, to 824 pages. The fourth volume was a great improvement upon its predecessors in the breadth and scope of its contents. Its 844 pages were comprised in three numbers which were issued in September and December, 1857, and March, 1858. The work was now thoroughly established and received from every quarter the highest encomiums for its wide scope and philosophical character. Its numbers were so large, with such a variety and quantity of material, that they could not be published with absolute regularity of time. The arrangement was not always the best. In the main it has been a quarterly. The work has extended to between thirty and forty volumes, each containing from six hundred to eight hundred octavo pages of

important matter embracing all the departments of educational work.

Dr. Barnard's services as editor of this famous quarterly have given him a world-wide reputation as one of the most distinguished educators of the century. The *World-wide Journal* as a whole is a great encyclopedia of knowledge, of facts, of principles, of philosophy, upon all departments of education. Its strength and solidity have won, both for it and its editor, the highest testimonials from the best educators of many lands. It is without a peer in the breadth of its discussion of systems, institutions, public schools, private schools, technical and special schools, and the history, biography and philosophy of educational matters. It has been throughout its whole history edited by Dr. Barnard and published in Hartford, Conn., but it is thoroughly national in its character and perhaps as highly appreciated in Europe as in this country.

"THE MAINE TEACHER"

Between the years 1849 and 1858 there were several attempts in the state of Maine to establish a periodical for the schools. The first of which I had any knowledge was in the former year and was entitled *The Scholar's Leaf*. There was another effort called the *Common School Advocate*. The first of these was principally for the pupils in the schools, the second was designed rather for the teachers. The life of each was brief and they need, perhaps, no further consideration here.

In 1858 appeared the first number of *The Maine Teacher*, a monthly periodical, octavo, thirty-two pages, subscription price, one dollar a year. It was established by Mark H. Dunnell, the state superintendent of schools. Two years

later, when Mr. E. P. Weston became the state school superintendent, it was continued under his care, but was suspended in 1864. It was revived the next year under the name of *The Maine Journal* by Mr. George M. Gage of the Weston Normal School. From this time it was conducted with much vigor and among its contributors were Rev. Jacob Abbott, of Farmington; Hon. E. P. Weston, state superintendent of schools; Dr. A. P. Stone, of Portland, and many of the leading teachers of the state. For three years it was published by a Mr. Swift.

In 1868 Mr. Brown Thurston became its publisher and it was issued from Portland. In January, 1869, its name was changed to *The Maine Journal of Education*. Mr. Thurston remained as publisher and proprietor and Dr. A. P. Stone became its principal editor, assisted by twelve monthly editors, comprising the several principals of the Normal Schools of that state, some of the county supervisors and several of the more prominent teachers.

In 1873 and 1874 its editor was Mr. Albro E. Chase of the Portland High School. At the beginning of the volume for 1875 it was absorbed by the *New England Journal of Education*, published in Boston. This Maine periodical differed in its character and make-up materially from year to year. Neither its ability nor its success was uniform. It could succeed in doing much good to the state educationally, but it never could succeed financially farther than to pay the necessary bills for its publication.

"THE NEW HAMPSHIRE SCHOOL JOURNAL"

The movement in New Hampshire for a state educational journal began in January, 1857. The pioneer in this work for that state was Rev. William L. Gage, who became widely

known as a prominent clergyman, a vigorous writer and an eloquent lecturer. At this time he had just returned from an extended residence in Germany and his whole soul was aroused in the interest of educational affairs in this country. He established *The New Hampshire School Journal* and at first was its sole editor, publisher and proprietor. Like the other state journals of its time it was in the form of a monthly pamphlet of thirty-two pages and was published at one dollar a year.

In 1858 Mr. Gage turned over the subscription list and good will of the paper to the New Hampshire Teachers' Association and Mr. Henry E. Sawyer, then of Concord, became its editor by an appointment of the Association, with an associate board of twelve assistants. Mr. Sawyer edited the journal with ability for about three years when he was succeeded by Mr. Jonathan Tenney. The subscription list, however, was never large enough to make the investment a paying business and its publication ceased in 1863.

"THE VERMONT SCHOOL JOURNAL"

The first effort in Vermont for a school periodical was made in May, 1847, when Messrs. Bishop and Tracey, of Windsor, began the publication of *The School Journal and Vermont Agriculturist*. This was a pamphlet of sixteen pages, one half of its space being devoted to the public schools and the other half to agriculture. It was published for three years at fifty cents a year, but not proving profitable to the publishers was then discontinued. After this came *The Teacher's Voice*, which was published by Mr. J. K. Pangborn for about a year and a half. The *Vermont School Journal* was published by the Vermont Teachers' Association. Its first number was in April, 1859, and its first

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editors were A. E. Leavenworth and G. S. Spaulding. The editors assumed the financial responsibility of its publication which they continued through 1859 and 1860, when Mr. Hiram Orcutt assumed the entire responsibility of its publication and edited it with vigor and success for three years. Although its price was only fifty cents, yet its list of subscribers was sufficient to make it a moderately remunerative business. When Mr. Orcutt removed to New Hampshire its publication ceased. The story of later educational periodicals will be told in the next chapter.

CHAPTER XI

LATER EDUCATIONAL PERIODICALS

The Journal of Education is today almost the only educational journal in this country published weekly. It did share the honor with *The New York School Journal*, but that has recently changed to a monthly publication. *The Journal of Education* was at first called *The New England Journal of Education* and its first number appeared January 2, 1875. It was the result of a long continued effort on the part of several leading educational men in New England to unite the different state journals in one periodical for New England. The writer of this article believes himself to be the first one to propose this plan, and for a long period prior to its accomplishment he had persistently advocated the scheme and called public attention to its desirability.

The project took definite shape at the forty-fifth annual meeting of the American Institute of Instruction which was held at North Adams in July, 1874. This was a famous meeting. The Institute had been a great power in New England educational circles. Its formation in 1830 has already been spoken of, but within a few years prior to the North Adams meeting the attendance upon its sessions had greatly diminished and apparently the interest in its deliberations was fast dying out. For forty-three years it had published annually its volumes of proceedings, papers and lectures. In 1873, for the first time in its existence, it had omitted to publish this volume. There was so little interest in the

meeting of 1874 that some of the leading educators of New England supposed that this would be its last gathering and attended that meeting prepared for its burial.

It happened, however, that other counsels prevailed. Fifteen or twenty gentlemen were present who highly appreciated the work which had been done by this **New Lease of Life** institution and were determined that new life should be put into it. The entire situation was discussed at North Adams and the decision reached, that its name should not be changed, its constitution should remain the same, its plans and purposes should be unaltered, but that new life should be infused and a vigor of business management should hereafter characterize it such as would, without doubt, insure its greatest success. Dr. Merrick Lyon, of Providence, Rhode Island, was chosen as president. A board of managers was selected, who entered with strong purpose into the plan of bringing new life and energy to this useful organization.

In the midst of the discussion as to what new plans should be adopted, the idea of uniting the New England educational journals was the most vital. It was urged by such men as Dr. George B. Emerson, Dr. Merrick Lyon, Rev. C. Hammond, Hon. B. G. Northrup, Hon. Thomas W. Bicknell, the writer of this article and others, and the Institute voted unanimously to recommend an earnest effort to unite the several state journals in one strong and able paper.

The Institute also appointed a committee of twelve gentlemen with full powers to take the initiative and organize **Committee of Twelve** such plans and efforts as should insure the establishment of the proposed new journal provided no pecuniary responsibility should rest upon the Institute. This committee consisted of Hon. Warren Johnson, Superin-

tendent of Schools, Augusta, Maine; C. C. Rounds, Principal State Normal School, Farmington, Maine; Hon. J. W. Simonds, State Superintendent of Public Schools, Concord, New Hampshire; Hiram Orcutt, LL.D., West Lebanon, New Hampshire; Hon. Edward Conant, Principal State Normal School, Randolph, Vermont; Hon. John H. French, LL.D., Secretary of the Board of Education, Vermont; Rev. Charles Hammond, Principal Monson Academy, Monson, Massachusetts; Dr. D. B. Hagar, Principal State Normal School, Salem, Mass.; Hon. Thomas W. Bicknell, Commissioner of Public Schools, Rhode Island; William A. Mowry, Principal English and Classical School, Providence, Rhode Island; Hon. B. G. Northrup, Secretary Board of Education, Connecticut; Isaac N. Carleton, Principal Normal School, New Britain, Connecticut.

Their first meeting was held in Boston, October 14, 1874. This committee "after a full and careful discussion of the whole matter resolved unanimously that it is expedient and desirable to establish a New England School Journal in which the departments of primary and secondary instruction, of Normal Schools, and of school supervision shall be represented. It was recommended also that the American Institute of Instruction, the teachers' associations of the several New England states, and the managers of the several school journals of New England be invited to co-operate in securing the union of these educational agencies, in establishing such a journal as would meet the wants and demands of the educators in and out of New England. It was voted also that an advisory council of twelve be appointed to make all arrangements for the organization of the enterprise. This council was to be composed of two members from each New England state, one to be elected by the

American Institute from each state and the others by the state associations, one each. This committee decided that the advisory council should appoint the editor. Special committees were also appointed to secure the co-operation of the several state teachers' associations and the managers of the existing school journals.

November 27th a meeting of the directors of the American Institute was held in the office of Hon. John D. Philbrick, Superintendent of schools, City Hall, Boston. At this meeting the committee of twelve from the American Institute made their report, through Dr. Hagar of Salem. The delegates from the several states responded to the call, all stating that their states were favorable to the movement. The managers of *The Massachusetts Teacher*, *Rhode Island Schoolmaster*, *Connecticut School Journal*, and *The College Courant* of New Haven, reported in favor of the proposed union. Hon. T. W. Bicknell was elected editor of the new journal and Charles C. Chatfield, who had been the publisher of *The College Courant* at New Haven, was chosen publisher, by a unanimous vote. The management of the enterprise was committed to their hands. It was recommended that the paper should be published weekly and each number should consist of sixteen pages of the size of *The College Courant*.

After the organization was completed and all arrangements made, the new journal entered upon its career at the beginning of 1875. It met with favor everywhere. The Institute directors proceeded to elect six counselors to act with those of the state associations to be appointed. The following were appointed:

Hon. Warren Johnson, Augusta, Maine; Rev. Hiram Orcutt, West Lebanon, N. H.; Hon. Edward Conant, West

Randolph, Vermont; Daniel B. Hagar, Salem, Mass.; William A. Mowry, Providence, R. I.; Hon. Birdsey G. Northrop, New Haven, Connecticut.

Subsequently the state associations appointed the following to act upon this advisory board:

A. A. Woodbridge, Rockland, Maine; Hon. J. W. Simonds, Concord, New Hampshire; Louis Pollens, Burlington, Vermont; William F. Bradbury, Cambridge, Mass.; David W. Hoyt, Providence, R. I.; Isaac N. Carleton, New Britain, Connecticut.

The several state associations also appointed state editors as follows:

Hon. Warren Johnson, State Superintendent of Schools, Augusta, Maine; James E. Vose, Francestown, New Hampshire; H. T. Fuller, St. Johnsbury, Vermont; Benjamin F. Tweed, Superintendent of Schools, Charlestown, Mass.; Hon. T. B. Stockwell, Commissioner of Public Schools, Providence, R. I.; Ariel Parish, Superintendent of Schools, New Haven, Conn.

The organization was now completed. All arrangements were made, and the new journal entered upon its career at the beginning of the new year, 1875. It met with favor everywhere. To publish a weekly educational journal in New England was a decided onward movement. It began its work vigorously. Its first discussion was upon the subject of "The Educational Papers." This article claims that educational papers hitherto had been of three kinds.

1. "Ponderous, quarterly, heavy, exhaustive, expensive, out of the reach of the mass and above the level of many."
 2. "Advertising mediums by publishing houses, soon lapsing into simple book notices or rival disputations."
- Defects of Other Journals

3. "Organs of associations or departments of instruction with languid interest and feeble success."

"Better schools require better teaching; better teaching demands that teachers themselves be taught and how is that to be done?"

A strong pull, all together, was to be made by the educators of the New England States to sustain a *Our Worthy* school journal of high quality that by its *Ambition* weekly visits to the teachers of all grades should exert a strong influence toward improving the schools and elevating the profession. "The New England Publishing Company" was organized and the publication of this journal from that time to the present has been carried on by this company. Mr. Bicknell continued as editor and chief manager of the business until the beginning of the year 1886. This company published also other educational journals which will be noticed hereafter. Mr. Bicknell was a vigorous manager, pushing from time to time various schemes and plans in which he became interested and the subscription list, after a time, became large enough to make the magazine remunerative.

The present writer will hardly undertake to answer the question, how far or how fully the *Journal* fulfilled the hopes and satisfied the desires of the educational men and women of New England. Certainly the opportunity was a rare one, to lift into permanent being a periodical for public and private school teachers of the several grades, which should prove reasonably satisfactory and largely beneficial.

The writer of this paper connected himself with this journal in the summer of 1884 and was its managing editor until January, 1886. Personal reasons then induced him to withdraw from the *Journal* and the company which

published it. A few weeks later Mr. Bicknell sold out his interest in the concern to Rev. A. E. Winship who has been the editor until the present time.*

Mr. William E. Sheldon was, for many years, until his death, the manager of the advertising department, and its advertising pages have been liberally patronized by school-book publishers and others having supplies to sell to the schools and school authorities. Without this liberal patronage, probably no such paper, relying alone upon the receipts from subscribers, could maintain an existence.

"THE PRIMARY TEACHER"

This was a monthly paper published in Boston by the New England Publishing Company from 1878 to September, 1883. It was in small quarto form, published monthly, each number containing about twenty-four pages of matter in double columns. It was edited principally by Mr. William E. Sheldon and was one of the most practical and valuable primary papers yet published in the country. In 1881 the same company began the publication of *The Public School*, also monthly, of the same size and shape as *The Primary Teacher*.

"THE AMERICAN TEACHER"

These two papers, in September, 1883, were united under the name of *The American Teacher*. The editors were Mr. Bicknell, Mr. Sheldon and W. N. Hailman. The price of this paper was one dollar a year, which was the same as the price of *The Primary Teacher* and *The Public School* had

* *The Journal of Education* is now (1908) in its thirty-fourth year; is as vigorous as ever, has a wide circulation and is doing, as it has done, good service in the cause of popular education.

been. *The American Teacher* still continues to be published and Mr. Sheldon still remains as its principal editor.* It has now completed ten annual volumes and has a large subscription list from all parts of the country.

"EDUCATION"

In September, 1880, began the career of a magazine of high grade which was at first published bi-monthly. It was called *Education, an International Magazine devoted to the Science, Art, Philosophy and Literature of Education*. It was well printed on good paper, large octavo size, and contained 640 pages or more in a volume. It was edited by Mr. Bicknell and published by the New England Publishing Company, until January, 1886, when the writer of this paper became its editor, publisher and proprietor. He continued its publication until January, 1891, when Rev. Frank H. Kasson became its editor and publisher. Mr. Kasson together with Rev. Frank H. Palmer, who was associated with both the editorial and business management, continued its publication for several years. Later Mr. Kasson withdrew and the entire business is now carried on by Mr. Palmer.

This magazine, from the beginning, struck out a new path among the educational publications of America. For thirteen years (1893) it has discussed in a vigorous *Covering a New Field* and philosophical manner, the greatest problems of American education. In its first number, September, 1880, its editor said, "Our first claim to public recognition and patronage rests on the fact that the field which we propose to cover is but partially occupied. No educational paper in England or America proposes to devote itself

* Since the date of this paper Mr. Sheldon died and Mr. Winship became sole editor.

exclusively to the domain of higher education and the philosophy which underlies all educational methods." The editor also suggested as another reason for its publication, "the newly awakened and awakening interest in the study of psychology as the basis of educational method and the foundation of the science of pedagogy." In his first editorial, January, 1886, the writer of this article said: "It will treat of colleges and their work, and devote special attention to the great questions relating to these institutions which are now so widely and so thoroughly discussed; to Normal Schools and their true province and work; to High Schools and Academies and their true province and work; to Grammar Schools, and to many things relating to the lower grades. It will undertake also the consideration of special subjects, such as industrial and mechanical education, school architecture, ventilation, hygiene and the like, a careful editorial discussion of the leading topics, educational news, notes at home and abroad and a review of the new books and current literature."

The contributors to this magazine embrace the names of many of the most prominent educational men and women of this country, and it has published many articles from the pens of leading English educators. Its subscription list, while never large, has included many representative names from all parts of this country, from Great Britain, France, India, China and Japan. It is as vigorous and helpful to-day as at any time in its history. The thirteen bound volumes of this magazine embrace more than eight thousand pages of educational matter, covering a great variety of subjects and forming altogether a creditable addition to our American pedagogical literature.

"COMMON SCHOOL EDUCATION"

The writer of this article began in January, 1887, the publication, in Boston, of a magazine for common school teachers which was entitled *Common School Education; Devoted to the Art of Instruction*. It was published monthly, ten numbers a year, four hundred pages to the volume. Its publication was continued until June, 1891, when it was merged with *The Teacher's World* published in New York, which from that time took the name *Common School Education and the Teacher's World*.

"THE POPULAR EDUCATOR"

About the year 1884 (I have not the exact date) several gentlemen in Boston started a new educational paper with the above title. It was published monthly, of quarto size, at one dollar a year, by a new corporation entitled "The Educational Publishing Company." It did not give the name of its editor, but it was generally understood that one of the Boston grammar masters had something to do with its pages. Its managers at the outset were Mr. George E. Bemis and Mr. R. G. Fairbanks.

In the spring of 1886, Mr. E. N. Sullivan, who for many years had performed valuable service and had successful experience as the office editor of *The Journal of Education*, connected himself with this company and soon took the entire management of its affairs. From the outset the paper assumed a positive and aggressive character, taking a decided position upon leading questions and furnishing to its readers a great variety and large quantity of material. For the past ten years it has dealt largely with schoolroom devices and methods of instruction.

Latterly, however, it has devoted more attention to the principles which underlie good teaching. Its subscription list rapidly increased and for many years it has claimed the largest list of subscribers, perhaps of any educational paper in this country. Its subscription list embraces all sections of the country and many parts of Canada.

"PRIMARY EDUCATION"

In January, 1893, the same company began the publication of a new paper with the above title. Its name indicates its purpose and scope. It is published monthly, ten numbers a year, quarto in size, at one dollar a year. It is edited by that well known educator, Mrs. Eva D. Kellogg. At this writing six numbers only have appeared, but these six are sufficient to stamp its character and place it in the front rank of helps for the primary teacher. Its editor has had large experience as a teacher in Boston, in Normal Schools at the West, in the work of city superintendency and as assistant editor on *The New York School Journal*. She has brought to her present work, in addition to her wide experience and careful study of school questions, a marked editorial instinct. The paper is filled with bright things, interesting matter and practical suggestions. Perhaps no other educational paper has in so short a time, secured so wide and universal commendation.*

This brief historical account of the educational periodicals which have been published in the New England states, suggests certain observations concerning them.

Observations The American public school system originated in New England. The people of these states have, from the

* I can only say today (1908), in addition, that *Primary Education* has had a great success and has proved of immense value to the teachers.

first, shown a broad interest in educational problems. By the early establishment of these journals, as well as the early introduction of city superintendents of schools and the establishment of state Normal Schools, the people of these states have done much to elevate the public schools and for this purpose to furnish to teachers the best facilities for a proper discharge of their duties.

Many of the early journals were weak and crude. Possibly, however, they were adapted to the existing conditions of the schools and teachers. During the later years, while there has been a marked improvement in the character of the educational journals, it must in truth be said that this portion of the educational field has hitherto not been cultivated with that success which all of us would desire. It is one thing for a professional educator to have an ideal of what an educational journal should be, and it is entirely a different matter to make such a journal a paying investment. Publishers send to the readers that which they think the readers will buy and pay for. The stream cannot rise higher than the fountain. When the teachers, not only need but demand, a higher type of an educational periodical, the publishers will show themselves entirely willing to furnish it.

Nevertheless, it may safely be contended that some of our American periodicals in the field compare favorably with those of foreign countries. On the whole, I am
 Comparison with Foreign Journals strongly inclined to believe that the teachers of America have received during the last fifty years greater benefit from their educational journals than have the teachers in any other country in the world.

In Paris, the *L'Instituteur*, the *Revue Internationale*, the *Revue Pédagogique*; and in London the *Journal of*

Education and many others are doing much for the uplifting of the French and English teachers, but they stand relatively alone, in sharp contrast from the multitude of teachers' journals in this country. In Great Britain we may name *The Educational Times* and *The Schoolmaster* and others, but they have not the following and are not elevating the rank and file of the teachers as is the case with the American teachers' journals.

It may be considered a fair question whether the local and state governments, the state, county and city superintendents and the state normal schools should not **Needed** organize and systematize a more comprehensive class of teachers' journals in which may be elaborated the underlying principles of education, the foundation facts of pedagogy and the best methods of instruction and of school management for the various grades of elementary and secondary schools.

CHAPTER XII

SUPERINTENDENT OF CITY SCHOOLS

IN the summer of 1891 I received a call to become superintendent of the schools of the ancient city of Salem, Mass. I had not sought the position, but when the call came, I looked favorably upon it. I felt that my long experience in the various grades of school work, supplemented by seven years in the editorial chair, would give me some advantages in such a position. I accordingly accepted the call, and disposed of my business in Boston. The magazine, *Education*, was sold to one person, *Common School Education* to another, the Teachers' Agency to a third, and I began my work in Salem at the opening of the new school year in September.

I found the schools, on the whole, in good condition. They had an efficient high school, several good grammar schools, and the primary schools would perhaps average well with the schools of New England cities generally. They sadly needed a new high school building, which they have only recently secured. Most of their grammar school buildings were good. One new one was built while I was in the service there. The primary schoolhouses were inferior, some of them were old and unsuitable.

The teachers in all grades would compare favorably with those of other cities. Of course, as I might have expected in

any city, there were some teachers whose work was below the proper standard, but as a whole, the teachers were fairly well prepared, were devoted to their profession, and were of excellent personal character. They were loyal to their superintendent and to the school authorities. The school committee in character and ability manifested about the same characteristics that might be found in any of our New England cities. There were on the Board several gentlemen of marked ability, of the highest character, and well versed in educational affairs.

I met with a cordial reception from the school committee, the teachers, and the citizens, and I entered upon the work with a determination to do my best to improve the teaching and to elevate the work of the schools. I at once looked about to see where to begin. It was soon apparent that the work of the primary grades needed unifying and elevating. In the first grade I found no uniformity, but a strong inclination among the teachers to bring about an improvement. Indeed, the change had already begun. We soon decided to introduce the Thought Method of teaching beginners to read. With the approval of the School Board we introduced this method into all of the twelve primary schools.

We began with work on the blackboard, and the books,—first readers and primers,—were not placed in the hands of the children for several months. We made free use of objects, writing the names of these objects upon the blackboard, and making sentences which included the names, and the progress was rapid. The Board had already furnished to the schools six primary readers, and before the end of the year, all the classes in the first grade had read these six readers through. The books were not left with the scholars,

but were handed to the class when the reading lesson began, and taken from them at the close of the lesson, so that each lesson was really a new one they had not seen before. The progress of these classes was entirely satisfactory. At the end of one year these little children of six years of age could take any simple story and read it without hesitation. The system was carried out in the following grades, so that in the course of two or three years a great improvement in the ability to read was manifest in the primary schools.

In the matter of spelling, too, we undertook, a little later, a decided improvement. A committee was chosen from the **Progressive Course in Spelling** teachers in each grade of the primary schools to select words for a progressive course in spelling. In the first grade, the first ten words most commonly used in the readers were agreed upon for the first lesson. The next ten as found in all the six different readers formed the second lesson, and so on for thirty lessons. These words were printed on cards, two lessons on a card, one on each side of the card, and the lessons were numbered. Toward the end of the first year, the cards bearing the first and second lessons would be distributed to the class and they would learn the spelling of the words. When the first two lessons had been thoroughly learned by the class, the card was taken back, to be kept for the next class, and another card, having the lessons three and four, was distributed. In this way before the end of the year the scholars had thoroughly learned the spelling of three hundred words. For the second year's work, fifteen words to a lesson were arranged in the same way;—thirty lessons, four hundred and fifty words, so that at the end of two years' work every scholar had committed to memory the spelling

of seven hundred and fifty words. Really the number was too small. We might with equal success have had four hundred words the first year and six hundred words the second year, making a thousand in all. After that the spelling lessons were from the ordinary spelling book.

In the teaching of numbers it should be observed that there are two distinct things to be considered. In the first place comes the acquirement of the true idea of number, that is, learning from objects what is meant by five things, and six and ten, and so on. **Art of Teaching Arithmetic** It also involves the memorizing process. This is entirely separate and distinct from the acquirement of the knowledge itself. The one should be obtained concretely from the objects, the other by constant practice and drill fixing the necessary facts firmly in the memory. These two processes, the acquirement of the knowledge of number, and the fixing in the mind of the results of the numerical operations, are to be carried on simultaneously.

Another important principle to be remembered is that the subject-matter should be adapted to the age and development of the child. Problems too difficult for the younger children have been insisted upon until their little minds have become confused and the entire reasoning process is lost. For the first three years only small numbers and simple examples should be given. I found that much time was lost in teaching at too early a period the Roman notation. After a little the children would learn this notation with very little instruction. We soon learned to confine our teaching during the first year to the first ten numbers, although counting as far as one hundred and using a few processes beyond ten. In the second year's work we carried the processes through twenty with the memorizing of

the tables as far as six times twelve. The third year's work included reading numbers up to one thousand, the tables through twelve, and the subject of fractions,—halves, thirds, fourths, fifths, sixths, sevenths, and eighths with much detail work. When the children reached the fourth grade they had more abstract work and more work from the text-book. At the end of two years in Salem, I think the work in arithmetic was fairly well systematized in all the schools, including all grades.

I was much surprised on my entrance upon this work to find that the pupils used no ink during the first four years of their school life. I considered this a mistake, but proceeded slowly to remedy the defect. At the beginning of my second year, having secured the cordial co-operation of the teachers, ink was introduced into the fourth year's work of all the schools. At the beginning of my third year, ink was introduced throughout the city for the third grade, and it was my intention, at the beginning of the following year, to introduce the ink work in the second grade.

Everyone now agrees that in the earlier stages of school life much attention should be given to the simple study of the elements of natural science. Leaves, twigs, flowers, the growth of plants, the sprouting of seeds, the various kinds of birds and animals,—their form, habits, characteristics,—all these interest the children everywhere. The reading lessons in the spring time should be to a considerable extent concerning the spring season in nature. The language work, number work, form study should partake largely and be associated immediately with the things which surround the child and which are apparent to him through his senses. During my stay

in Salem, this sort of study was introduced in all the primary schools.

Early in my work in Salem I obtained from the various railroad agents in Boston large quantities of maps, pictures of buildings, natural scenery, etc., in this and other countries. These were distributed among the schools, each teacher being at liberty to select at my office whatever she wanted. The natural tendency of the schoolroom is to confine the work largely to what is found in the text-books. Our teachers soon broke away to a great extent from this method. After I had been in Salem a couple of years, even members of the school committee were often surprised to observe how much original investigation and special work there was in some of the schools in geography, for example in the study of our own city, county, and state; railroad routes from Salem to all points, from Boston to New York, Chicago and San Francisco; international and commercial lines, regular steamship lines; commerce between this country and other nations, and so on. By pursuing this method and securing pictures from the scholars as well as from the railroads we soon had large collections mounted on great sheets which were hung upon a tripod,—pictures representing foreign countries, including natural scenery, public buildings, works of art, and many other things of vital interest to the children, all of which increased their love for and knowledge of the subject. Many of the teachers were entitled to great credit for their industry and judgment in gathering and classifying these pictures. They certainly had an important bearing upon the teaching of geography.

I might go on and state in detail changes that were made in the teaching of New England history, how Hawthorne's

"Grandfather's Chair" was introduced in the seventh grade as a reading book, and how at one time in January, I found that in one room out of forty scholars, twenty had taken from the public library historical books for their own reading during the vacation of Christmas week. I might tell what improvements were made in the teaching of arithmetic in the primary grades, and how drawing was introduced as a regular study and a skillful supervisor of drawing appointed. I might tell how we changed from the annual promotions to biennial promotions, how a *grade* of work embraced an entire year, but the scholars in one room would be divided into two classes, called the A class and the B class. The B class would be half a year behind the A class. Thus when promotions were made by this plan, the advance was for only half a year. When scholars necessarily fell back, they lost but a half year instead of an entire year. During my last year in Salem at the mid-winter promotions in February, over four hundred pupils were promoted from one grade to the next in the primary schools and sixty-nine promotions were made in the grammar schools.

The Salem schools celebrated Columbus Day, October 21, 1892. That was a gala day for the city. The committee in charge decided, first of all, that the forenoon should be devoted to a celebration on the part of the schools. In the afternoon there should be a general parade, civic and military, including the high school battalion. In the evening it was determined to concentrate all interests upon a great gathering at the Cadet Armory, and Dr. E. B. Andrews, President of Brown University, was invited to be the orator of the occasion. This program was carried out with commendable skill and unusual success.

The exercises for the **high** school were in the South Church:

Musical exercises.

A selection, "The Meaning of the Four Centuries," by Master Harry H. Bennett.

An original address, "The Difficulties of Columbus," by Master Henry W. Hardy.

Addresses by the Hon. Robert S. Rantoul, Mayor of the City, Rev. James F. Brodie, and the School Superintendent.

The grammar schools had programs in the school halls and churches. All of the primary schools had their celebrations in their own schoolhouses. In the primary schools an extended program was presented, each school having a different order from all the others, but including an "Address for Columbus Day" prepared by the Superintendent. As this address was a unique feature, it is here given in full:—

This is Columbus Day. It might well be called Discovery Day. Christopher Columbus discovered America four hundred years ago today. That is the thought
Address for that stirs our hearts. We celebrate this four-
Primary hundredth anniversary of the discovery of the
Schools New World. In this celebration we are not alone. There are thirteen million pupils in the public schools of the United States. All over the country from Maine to California, the children in all these schools are celebrating Columbus Day.

Some people think that boys and girls are of no consequence, but all sensible people do not think so. See what they are doing today. They are gathered in great schoolhouses and little schoolhouses, all over the land, and they are having a celebration all to themselves, and the flag of our country floats over them all.

We have met to celebrate Columbus Day because President Harrison has asked us to do so, and Governor Russell asked us to do so. So we obey the Governor and obey the President.

When Columbus discovered America there were no free

public schools anywhere. There were no railroads, steam-boats, telephones or telegraphs. There were no newspapers. The people had no cook-stoves, no knives and forks to eat with. The common people had to work and fight for the kings and nobles.

But in the New World which Columbus discovered, the common people work for themselves, and have established equal rights for everybody, free education for all the children, and a government carried on by the people themselves. We ought to be thankful today to God for sending Columbus to discover this New World where we live, and which our forefathers made a land of freedom, of law and of schools. All the great blessings our fathers secured have come to us. So we ought to be grateful for the blessings that we have. And these great blessings ought to make us good, patriotic citizens. We ought to love our parents, our schools, our beautiful flag, and our country. We ought to love God and obey his commands.

We ought all to be patriots. Patriots are those that love their country and its flag. In our play, if we try to make our games fair and honest; in our work, if we try to make our school better, we are learning to be patriotic citizens.

Let everybody remember that the boys and girls of today will be men and women before long. In a few years, those who are scholars in school today will build the schoolhouses, make the laws, and govern the towns and cities, the state, and the nation. If we come to school to learn to *be good* and to *do good*, we shall make the people happier, and our country's flag brighter.

So, let us promise here and now that the flag of our dear land, which waves over our heads today so proud and bright, shall never be stained by our fault. Let us pledge ourselves that the great name AMERICA shall forever mean an equal chance to every citizen, and love to all the world.

Another unique feature of this Salem celebration was
Scripture that selected passages of Scripture were read
Reading in the schools of all grades. These selections were as follows:

Now the Lord said unto Abram, "Get thee out of thy

country, and from thy kindred, and from thy father's house, unto a land that I will show thee."—Gen. xii:1.

By faith Abraham, when he was called to go out into a place which he should after receive for an inheritance obeyed; and he went out, not knowing whither he went. By faith he sojourned in the land of promise, as in a strange country. For he looked for a city which hath foundations, whose builder and maker is God.—Heb. xi:8-10.

But I have said unto you, Ye shall inherit their land, and I will give it unto you to possess it, a land that floweth with milk and honey. I am the Lord your God, which hath separated you from other people.—Lev. xx:24.

Let every soul be subject to the higher powers. For there is no power but of God: the powers that be are ordained of God.—Rom. xiii:1.

Submit yourselves to every ordinance of man for the Lord's sake; whether it be to the king as supreme, or unto governors, as unto them that are sent by him for the punishment of evil-doers, and for the praise of them that do well. Honor all men. Love the brotherhood. Fear God.—1 Pet. ii:13-17.

Give ear, O Shepherd of Israel; thou that leadest Joseph like a flock; thou that dwellest between the cherubim, shine forth. Return, we beseech thee, O God of Hosts; look down from heaven, and behold, and visit this vine, and the vineyard which thy right hand hath planted, and the branch that thou madest strong for thyself.—Ps. lxxx:1-14-15.

Remember us, O Lord, with the favor that thou bearest unto thy people: O visit us with thy salvation; that we may see the good of thy chosen; that we may rejoice in the gladness of thy nation; that we may glory with thine inheritance.—Ps. cvi:4-5.

The Lord bless thee and keep thee: The Lord make his face to shine upon thee, and be gracious unto thee: The Lord lift up his countenance upon thee, and give thee peace.—Num. vi:24-26.

The Salem schools were well represented in the Massachusetts exhibit at Chicago in 1893. To show what was At the exhibited and how well it was received, I quote World's Fair from the report of the Massachusetts Board of World's Fair Managers.

210 Recollections of a New England Educator

"Salem furnished us with thirty volumes of pupils' exercises, elegantly bound in half calf. These volumes were in general of two kinds: one kind containing annual examinations; the other illustrative lessons. The work of Salem differed from that of most of the work shown in the Massachusetts exhibit in the fact that it showed the work of entire classes alone, no selected work having been sent. This, of course, detracted from the appearance of the volumes, though it added to their interest. On the whole, they gave an admirable picture of the work being done in a New England city which has clung to old methods of instruction for many years and which is gradually making progress on modern lines under the direction of an energetic and philosophic superintendent.

"A remarkable volume was entitled 'An Historic Album.' This album consisted of a very large number of photographs of objects of local historical interest. Salem abounds in these objects and the pictures have therefore great interest and historical value. Those photographs were taken and finished by pupils in the Salem High School. With each photograph was a descriptive essay written by some pupil in the high school and copied by the pupils on the typewriter. These descriptions showed patient research and a good degree of power in idiomatic and picturesque English. On the whole, no other object in the Massachusetts Educational Exhibit had greater interest or historic value than this remarkable volume. Another album gave fine photographic views of the school buildings and schools of Salem. A valuable feature of the Salem exhibit was the framed pictures of rooms decorated under the direction of Ross Turner, for the purpose of art instruction in the public schools. The influence of Salem in this work will be far reaching."

I found that only once within a period of nineteen years—and that seven years before—had a new course of **New Course** study, planned by the teachers, been printed by **of Study** the School Board. It was very meager, going but little into detail, and scarcely reflecting what the schools were doing. During my second year I solicited the help of all the teachers of every grade in the city, and all those

teachers gave their assistance to committees of their own number in the several grades. The superintendent worked personally with these committees adjusting, unifying and systemizing, and thus together we prepared a course covering the entire curriculum for the primary, grammar and high schools. This entire course was written out and reported to the Board by title and ordered printed. A galley proof was sent to every member of the Board a full week prior to the meeting when the subject was to be considered. When the matter came up for action in the Board I certainly felt gratified, not to say complimented by the adoption without discussion and without objection of the entire course. By order of the Board this new course was neatly printed in a small pamphlet of sixty-eight pages in which detailed directions were given concerning the work in every study and every grade of school. Copies of this new course were solicited by superintendents and teachers from all parts of the country and many letters complimenting the city on it were received.

I know of no way by which teachers can improve their methods of instruction more than by visiting those schools where samples of the best work can be seen. I found it was the custom for the teachers to be permitted to close their schools one day in each half-year, to visit other schools. To encourage this plan and to make the work more systematic and more valuable I had printed a form of application to close a school for a visiting day, and a form of reply granting such permission, which reply included instructions for a written report of such visit to be made to the superintendent, stating what was seen and covering several definite points. It was proposed that ordinarily two teachers of the same grade should

Value of
Teachers'
Visits

visit together and that they visit schools of their own grade, or in some cases, the grade above or the grade below. This plan worked admirably because the attention of the teacher was centered upon the essential points to be seen and the impression was deepened by writing out what was observed.

Early in the year 1893, I thought it necessary to make some suggestions as to methods of discipline and also upon the moral influences which should characterize the schools. In order not to be personal and to have the suggestions apply to all the schools, I had a series of cards printed and handed to all the teachers. These were given out from time to time. The first card was given to the teachers at their grade meetings, and after a sufficient lapse of time, another card was given out, and so on through the series. I here present as samples the first two of these cards.

PUBLIC SCHOOLS, SALEM, MASS.

No. I.

Suggestions to teachers concerning discipline and the moral atmosphere of the schoolroom.

Each teacher is respectfully requested to read this card often and to endeavor faithfully to carry out the suggestions it contains.

1. Prevention of wrong doing is better than punishing the wrong done.

2. Never charge a pupil with a misdemeanor on mere suspicion, never at all unless you have positive proof, an absolute demonstration that he is the guilty one.

3. Exercise great care in taking a stand, that you may have no occasion to retreat.

4. Fault-finding is not calculated to cure a fault.
 5. Distrust by the teacher breeds deceit in the pupil.
Therefore always trust your pupils.
 6. Absolute self-control on the part of the teacher is a necessary prerequisite to proper control of the pupils.
 7. Obedience won is far better and easier than obedience compelled.
 8. A child properly employed is easily controlled.
 9. A school not properly controlled is a school of little progress or profit.
 10. Never threaten; never chide angrily; above all, never use, in the least degree or under any circumstances, *SARCASM*.
- February 1, 1893.

No. II.

1. Schools are maintained at public expense by direct taxation for the benefit of the public. The teachers are employed by the public and the public will is to be carried out.
2. Teachers should always exercise a high regard for the rights of the parent as well as of the pupil.
3. They should confer frequently with the parent as to both the deportment and the progress of the child.
4. That teacher can do but little in influencing the mind of the child who has failed to secure the respect and regard of intelligent parents.
5. The esteem and approval of both parents and children are essential to the highest success.
6. The teacher should make but few promises, and should keep strictly every promise made.
7. No child is receiving the careful training which the school ought to give unless voice, gesture, carriage, posture, manners and morals are being properly cultivated.
8. Cleanliness and neatness of person and clothing on the part of the pupils should be sought for and secured, sometimes by direct effort and often by indirection.
9. To this end attention to neatness and attractiveness of dress and person on the part of the teacher is indispensable.
10. Every teacher should give constant and careful attention to lessons in patriotism, instilling constantly love of country and of home and the duties of an American citizen.

In addition to the six sets of primary readers, Cyr's Primer was added for the first grade, and two of King's Geographical Readers for the higher grades. Hawthorne's "Grandfather's Chair," the "Book of Fables," and Scudder's "Folk Lore and Fables" were added.

In my final report to the School Board, when I presented Summary of my resignation of the office of Superintendent, Work Done I recapitulated *things accomplished*, many of which have been mentioned in the preceding pages.

"1. A decided improvement in the method of teaching reading.

2. A new systematic method of reviewing spelling in the two lower primary grades by means of spelling cards.

3. The introduction of the use of pen and ink into the third and fourth year of the schools.

4. A decided improvement in number work in the primary schools.

5. Introduction of natural science work in the lower grades.

6. A great improvement throughout the course in the methods of teaching geography.

7. Changes in the teaching of history.

8. Plans now in progress for a radical change in the arithmetic work in the grammar grades.

9. The successful work now going on in the teaching of drawing and form study.

10. Mid-year promotions, with more individual teaching and less machine class-work.

11. The success of the new course of study.

12. Systematic visitation of other schools by teachers.

13. Supplementary reading.

14. Books for teachers' desks. Something already done, much more hoped for.

15. Hourly record of temperature in every schoolroom in the city, reported to the superintendent on monthly slips.

16. Attention to voice training.

17. Cards of instruction in discipline and ethics.

18. Improvement in style of discipline and kindly intercourse between pupils.

19. The decided changes in the High School and improvements therefrom.

20. To this list might be added the diminution of truancy and the fact that for a long time not a case of flagrant disorder or insubordination had occurred, nor had a single pupil been sent to the Plummer Farm School."

In my last annual report to the School Board, I said, "I have not attempted to introduce radical changes, and have proposed from time to time only such improvements as I supposed the Board would be likely to undertake. In other words, I have not endeavored to dictate decided changes or even needed improvements or to suggest them to the Board, only as I have had what seemed to me evidence that they might meet with your approval. Many suggestions which have appeared in the three annual reports which I have had the honor to make to this Board have been carried out. Some of the suggestions have not been adopted."

I impressed upon the Board the importance, first and foremost, of securing the best teachers to fill vacancies. I reminded the Board that attention was needed to the condition of health in matters connected with the schoolhouses, such as the arrangement of the desks and seats and the almost universal want of proper ventilation. I called attention to the necessity of some appropriate system of physical training, the changes needed in text-books and an additional supply of supplementary books. I insisted that the regrading of rooms in different parts of the city was essential. I gave it as my opinion that the daily care of from two to three hundred pupils of grammar school age required constant good judgment and much tact and skill to avoid friction and keep the classes properly at work in the right frame

of mind. The care of so many details of study and of discipline are necessarily placed upon the grammar master. He should have, therefore, an assistant in his room with whom he may divide the class-work.

I then called attention to the fact that the law of the state relating to public schools failed entirely to define the powers and duties of school superintendents. I stated that for more than two centuries the public school system had grown up in New England and that during this period until recently the entire authority for the executive and administrative management of the schools as well as of the legislative power was vested by law in the school committee. The appointment of school superintendent is really a recent innovation. The city of Buffalo, New York, appointed a school superintendent in 1837; the city of Providence, R. I., appointed Nathan Bishop as the first city superintendent in New England in 1839. Boston established the office and called Mr. Bishop for its first superintendent in 1851. The following upon this subject is quoted from my last report to the School Board:

"Throughout two centuries and more the laws enacted by the Great and General Court of Massachusetts have been elaborating and defining the duties of the school committees, until now, as published in a pamphlet issued by the board of education two years ago, these laws, defining in general and specifically the duties and powers of the committees in respect to supervision of the schools, cover more than forty pages, while not a single page is devoted to the duties and powers of the superintendent of schools. In the table of contents this heading appears: 'School Committees—Duties as Supervisors of Schools, pp. 29-72,' but no such heading as 'Superintendent of Schools' is to be found.

Here and there is a sentence relating more or less remotely to the duties of a superintendent, but not sufficiently clear to necessitate a heading in the table of contents. One duty, and one only, is by state law assigned to the superintendent of schools. He is to sign certificates entitling the child to be lawfully employed according to the state compulsory school law.

"On p. 38 of this pamphlet, Chief Justice Shaw is quoted as using the following language: 'The power of general superintendence vests a *plenary authority* in the committee to arrange, classify, and distribute pupils in such a manner as they think best adapted to their general proficiency and welfare.' He is further quoted as saying in regard to how many schools may be maintained, qualifications for admission, age at entering, and other matters: 'these must be regulated by the committee *under their power of general superintendence*.' By law the committee has full power to examine teachers and give certificates, to prescribe courses of study, to determine what text-books shall be used and various other duties concerning which it is fair to inquire whether it were not better to have them vested in the superintendent?

"The law permits the appointment of city superintendents, who 'shall have the care and supervision of the public schools,' but only 'under the *direction and control* of said committee.' Not a particle of power has the superintendent, even after his appointment, until such power has been conferred upon him by an express vote of the school committee or by the adoption of certain regulations conferring upon him powers which must be specific and fully defined in every instance. It should not go unnoticed that *powers* and *duties* go together, and in so far as the committee fail to

grant 'powers' just so far do they fail to exact 'duties.' Hence it may appear that the duties of a superintendent are as seriously crippled as are his powers curtailed."

I then mentioned the following: "Things concerning which the superintendent has, by state law, no power:

1. The examination and appointment of teachers; 2. Conditions of health in the schools; 3. Text-books and textbook changes; 4. Books for supplementary use; 5. Examination of pupils for promotion; 6. Qualifications for certificates for graduation from grammar and high schools; 7. Courses of study; 8. Arrangement of grades and classes; 9. Settling of cases of discipline; 10. Suspension and expulsion of pupils; 11. Change of district lines; 12. Transferring pupils from one school or district to another; 13. Admission of new pupils; 14. In general the control and management of the schools and the guiding and directing public policy and methods of teaching in the public schools."

Having thus set out the duties of a superintendent of schools, throwing the responsibility upon the state laws rather than upon the special committee under which I was serving, I presented my resignation in the following words:

"I therefore respectfully tender to you the resignation of my office as Superintendent of the schools of Salem, to take effect the first of September next. In presenting to you my resignation, I ask permission to say that, with the exception of the difficulties which I have met, and which seem inherent in the conditions which I have endeavored to portray, I have greatly enjoyed my work among you. My personal relations with most of the members of the Board have been pleasant. My work with the teachers, as a whole and individually, with scarcely an exception anywhere, has been delightful. As I have heretofore said, they have always uniformly responded cordially to suggestions made. I have been welcomed everywhere, and, so far as I know, have been by them all heartily supported and sustained. My relations with the people of

Salem, socially, and with the various institutions with which I have become connected, and which are so honorable to this ancient city, have been highly agreeable. I shall, in leaving Salem, look back with pleasure upon the relations which I have sustained to your schools and your teachers, with much satisfaction at the results so far as they have been attained, and with many pleasant reminiscences of what has transpired during my residence among you. I desire to express my best wishes for the success and the elevation of the schools of this city, and for the personal happiness and prosperity of the individual members of your Board.

All of which is respectfully submitted.

WILLIAM A. MOWRY."

The following resolutions will explain themselves:

"May 21, 1894.

William A. Mowry, Ph.D.,
Superintendent of Schools,
Salem.

SIR: At a meeting of the Salem School Board held this evening, the following was adopted, unanimously, by a rising vote.

Respectfully,

ALFRED B. BROWN,
Secretary.

'In accepting the resignation of Dr. William A. Mowry, as superintendent of the public schools of this city, the School Board desire to express and put on record their appreciation of his faithful, intelligent, helpful, and efficient services in organizing the office, under peculiar difficulties; of his courteous and willing suggestions, and advice to the committee as occasion has called for it; of his earnest and uniform desire to act justly towards the teachers; of the kindly relations which he has sustained toward all under his care; of his wide and accurate knowledge of educational methods and his influence in elevating the standard of scholarship and administration in our schools.

This Board most sincerely wish him the largest success in whatever work he may undertake in any other city or

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station, and will recall with pleasure and gratitude, the three years in which he has been associated with this body in charge of the schools of this city.'"

This course of action on my part had been decided upon early in January, and in April I had found a pleasant spot with a house appropriate for the family, so that we were all ready to move to my new home in Hyde Park where we are now living.

CHAPTER XIII

TEACHERS' INSTITUTES

NOWHERE probably in all the round of educational work is greater improvement manifest within the last half century than in the "aids" and "helps" which have come to teachers. The teaching force has greatly improved and much of this improvement is due to the uplifting tendencies which have come from what may be called outside assistance. Educational papers, educational addresses, Normal Schools, training schools,—all these have been of importance in giving us superior methods of teaching, but for the entire mass of the teaching force, perhaps the greatest assistance has been derived from "teachers' institutes."

The American Institute of Instruction was founded in the year 1830, the National Educational Association in 1857, state associations, and county, city and town associations followed in rapid order. From time to time teachers of a locality would assemble in some central place on Saturday and listen to addresses and discussions on important subjects by leading teachers. The first meeting of this kind that I attended was during the first winter of my teaching, January, 1848. This was a Saturday meeting of the teachers of Burrillville and Gloucester, in the village of Pascoag. The instructor was that celebrated pioneer, William B. Fowle of Boston, who was then editor of *The Common School Journal*. He startled us and set us to thinking upon the subject of English grammar.

I recall well his iconoclastic notions and how thoroughly he simplified the study of our language. In his opinion we have no modes for our verbs, and only two tenses,—present and past; no neuter verbs,—all are active;—no cases of nouns because the nominative and objective have the same form and the possessive is simply an adjective. When one teacher asked if the verb *to be* was not a neuter verb he instantly replied, “No, it is an active verb, like every other verb.” When pressed for a reason, he answered, “Take the verb *behead*. This is active, isn’t it? Surely the action is not in head, it must be in *be*.” While we might not agree with Mr. Fowle in his conclusions, yet he set us thinking, and doubtless we became better grammarians than we would have been otherwise.

The next teachers’ institute that I attended was in Woonsocket, December, 1849. At this meeting several prominent teachers of the vicinity entered into the discussion of subjects. The leading speaker, however, was Hon. Amos Perry, Principal of the Summer Street Grammar School, Providence. During the following spring, 1850, I attended that famous institute at Medway Village, Mass., under the management of Dr. Barnas Sears, Secretary of the Massachusetts Board of Education. A full discussion of this gathering has already been given in this book.

On Thursday, November 20, 1856, I attended an institute in the Court House, in Media, Delaware County, Pennsylvania. This meeting continued through Thursday, Friday, and Saturday, ending Saturday afternoon. It was a meeting of the teachers’ association of Delaware County. There were about eighty teachers in the county, and more than sixty were in attendance at this

gathering. In the secretary's report, a copy of which I now have before me, is the following: "The Institute partook of the nature of a school for teachers. Twenty-five minutes were allowed for each exercise or lecture, after which five minutes were given for criticisms and comparison of views. The instructors confined themselves almost exclusively to the elementary branches of an English education and to the method of giving instruction. The following gentlemen were teachers of the Institute: William A. Mowry, of Providence, R. I., in orthography, algebra, and penmanship; J. R. Gaut, of Philadelphia, grammar and moral instruction; Prof. Edward Brooks, of the Lancaster Normal School, written arithmetic and geometry; Charles W. Deans, of Chester (county superintendent of schools), reading, elocution, and geography; C. W. Latham, of Ridley, mental arithmetic."

Report of Secretary The secretary gave the following report of a lesson in spelling:

"Mr. Mowry gave the following exercise in spelling: Papers were distributed and twelve words given out to be written upon them by all the members of the Institute. Papers were then collected by the teacher and the words that were mis-spelled were marked, but not corrected. At the next exercise the papers were brought forward and the percentage of the words spelled correctly by the whole institute was announced. The first report showed 33½ per cent. of the words spelled correctly, and the second lesson, 72 per cent. The words given out were some of them not in very common use, or words, the orthography of which had been recently changed, such as preferring, soughing, erysipelas, moneys, inflammation, etc. This exercise was interesting and carried on with much tact and spirit."

This was the first time that I had ever met that distinguished educator, Prof. Edward Brooks. One of the

addresses which I gave at this meeting was entitled, "Language and Character and Their Reciprocal Influences."

Having made the acquaintance of those teachers in Delaware County, the county superintendent, Mr. Deans, **Instructor at** vited me to be one of the instructors in a county **Chester, Pa.** institute under his management, the following June. I finally accepted, and met the teachers of that county July 10, 1857. The session lasted from Wednesday morning to Saturday afternoon at five o'clock. The session in the morning was from nine to twelve, and in the afternoon from half-past one to five o'clock, and in the evening from half-past seven till nine o'clock or after. Each exercise occupied forty-five minutes, and was followed by fifteen minutes discussion. During the four days, I gave fifteen exercises, including a written lecture on Friday evening.

This was the third institute that I had attended as an instructor that year. The first was in March, in the city of Dover, N. H. The instructors were Dana P. Colburn, Manager; Prof. Samuel S. Greene, Hon. Robert Allyn, and Miss Saunders,—all of Providence. A week later I was instructor in Newark, N. J. Each of these gatherings lasted through the week and this was really the beginning of my professional institute work.

For the next twenty-five years and more, my time was so thoroughly taken up with school duties that I had less opportunity to lecture than would otherwise have been agreeable. In that time, however, I **Various** attended many institutes in Maine, New Hamp-
Institute shire, Vermont, and Connecticut. During a long series of
Work years, in the administration of three state commissioners, I lectured at county institutes in all sections of the Granite State. In Vermont also, particularly during the time of

Commissioner Dartt, I attended their county institutes from Springfield to North Hero and Island Pond. In Connecticut, while Dr. Northrop was commissioner, I lectured in all parts of that state from Plainfield to Noank and from Greenwich to the town of Kent; including Hartford, New Haven, Ansonia, Niantic, Norwich, Coventry, New Britain, Storrs, and many other places. During this period I spoke in various places in Massachusetts; in Worcester, Pittsfield, North Adams, Uxbridge, Blackstone, Andover, Bridgewater, and several times in Boston: In Rhode Island there was scarcely a town in which I had not spoken, and in some of them many times.

By far the greater part of my institute work has been subsequent to the year 1884. During these years I have lectured in all the states east of the Mississippi River except Delaware, South Carolina, Florida, West Virginia, Kentucky, Mississippi, Alabama, and Michigan. Beyond the Mississippi I have lectured in Iowa, Minnesota, Nebraska, Montana, Idaho, Washington, Oregon and California: twenty-six states, the District of Columbia and Canada.

I have seldom failed to reach the place so as to fulfil an engagement. Indeed, I recall but one instance. Senator **Failure from** Patterson had asked me to give an evening lecture at Ossipee, N. H., and I agreed to do so. It was in the winter and when I left home in the early morning it had just commenced to snow. I went by the Western Division of the Boston and Maine RR. By the time I reached Lawrence it was snowing hard. From there onward to Exeter the snow was so deep that the train moved but slowly. From Exeter two locomotives drew the train, which was preceded by a snowplow. In this way we reached Rochester about four o'clock in the afternoon. The

last train for that day to Ossipee had been gone a couple of hours. It was, therefore, impossible for me to reach the town. I took the 4:10 train back by the Eastern Division and was at home early in the evening.

At another time at the call of Senator Patterson I was to give an evening lecture at Portsmouth. Thither I went in the midst of a driving rain. During the entire evening the rain came down in torrents. It was a terrible tempest, not a half dozen persons appeared in the hall, and the lecture was omitted.

At one time I was engaged to spend a week at a county institute in Kokomo, Indiana. I reached there in season, but under many adverse circumstances. I left Boston on the Albany train, early in the afternoon. **To Kokomo**
Under
Difficulties Our journey was pleasant and successful until we reached the little village of Chester beyond the Connecticut River on this side of the mountains. There the train waited an hour. Then it waited another hour. No one seemed to know the cause of the delay. We waited till after sunset. We were then told that there was a wreck on the track some distance beyond us, and no one could tell how long the train would be delayed. It might be a few hours, and it might be all night. I went to the hotel in Chester and passed the night. In the morning, after breakfast, I took the local train for Albany. We reached there about one o'clock, perhaps a little after. The midday train for Buffalo had been gone an hour. I was therefore obliged to wait for the evening train. This gave me the full afternoon in Albany. It was in August and the weather was extremely hot. I reached Buffalo about midnight and went to the nearest hotel.

The next morning I continued my journey to Niagara,

and there found that no train for Detroit would leave that place till six o'clock in the evening. Then I had an entire day to spend in Niagara. I reached Detroit about midnight, and again patronized the nearest hotel. It was an excessively hot night. The next morning I bought my ticket for Kokomo and took the seven o'clock train. When the conductor came around to take up the tickets, seeing that my ticket entitled me to a passage to Kokomo, he told me that I would have to change cars at a certain junction, but that his train did not stop there. I inquired what I should do. He advised me to leave his train at a specified station, and wait for the next train, which train would leave me at the junction. I did so, and on arriving at the junction, I was told that no train was due for Kokomo for several hours. There I waited and the next train landed me in Kokomo at exactly one o'clock. My first lecture was due at half-past one.

The teachers of North Carolina for many years had a vigorous state teachers' association, which for a long time held its meetings at Morehead City. This association built an assembly hall with class rooms on the first floor and a large hall above. Since those days the association has sometimes held its meetings in the western part of the state. I was invited to be one of the instructors through the week's session. It was a wide-awake, vigorous body of teachers. A few of the leading teachers of the state were men of broad minds and high culture. I enjoyed their companionship greatly. I gave one evening lecture. I supposed that the exercises would begin about eight o'clock, and accordingly walked up to the hall from the hotel a little before that hour. The hall was dark. I walked on and took a stroll for half an hour and returned.

A North
Carolina
Trip

Still dark. After a while the janitor began to light up, and soon after I entered the hall. I said to myself, "Nobody here, some mistake about this. I think there will be no lecture tonight for want of an audience." Soon they began to arrive. The president called the meeting to order at just nine o'clock, then came preliminary exercises, musical selections, and dialect readings. It was exactly ten o'clock when the lecturer was introduced to the audience.

One afternoon after the adjournment I remained in the hall in easy conversation with a tall gentleman, a politician, with red hair and a freckled face, an athlete who could put up a hundred pound dumb bell in each hand. My large map of the United States was hanging back of the platform and this gentleman, an intelligent broad minded man, who, of course, was a Democrat in politics, but who at this time had broken with President Cleveland, questioned me about this map. "What is the meaning of this date and that, and the other date on the different states?" I told him that those were the dates of admission of the several states into the Union. The Union started with thirteen states, and all the others had been added by vote of Congress from time to time since. After many questions of this sort, I said,

"Well, sir, I think I will have to begin at the beginning and explain this to you. By the Constitution the National House of Representatives is made up on the basis of population. Each state has at least one representative. The most populous states, like New York, may have thirty or forty representatives. In the Senate, on the other hand, the equality of the states is preserved. Each state has two senators. Delaware has two and New York has only two. It happened that about the year 1800 there were eight free

states and eight slave states. From that time for fifty years the balance of power was preserved. A free state would be admitted and the next admission would be a slave state, and so on." I called his attention to the dates upon the map.

- In 1803, Ohio, a free state, was admitted.
- In 1812, Louisiana, a slave state, was admitted.
- In 1816, Indiana, a free state, was admitted.
- In 1817, Mississippi, a slave state, was admitted.
- In 1818, Illinois, a free state, was admitted.
- In 1819, Alabama, a slave state, was admitted.
- In 1820, Maine, a free state, was admitted.
- In 1821, Missouri, a slave state, was admitted.
- In 1836, Arkansas, a slave state, was admitted.
- In 1837, Michigan, a free state, was admitted.
- In 1845, Florida, a slave state, was admitted.
- In 1845, Texas, a slave state, was admitted.
- In 1846, Iowa, a free state, was admitted.
- In 1848, Wisconsin, a free state, was admitted.

"It thus appears that for half a century up to 1850, the balance of power had been preserved in the Senate by the admission of an equal number of free states and slave states.

"Meantime by the settlement of the Oregon question with England, a large amount of territory in the great Northwest was opened for settlement and for free states. To keep up this balance of power, it was necessary that the South should have an increase of territory. Hence the Mexican War, and by the treaty of peace, in 1848, our title was confirmed to the whole of Texas, New Mexico, and California. Then in the South, statesmen rubbed their hands in high glee and said to the Northern political managers, 'We are now even with you. As fast as you will people a free state in the Northwest for admission, we will have a slave state ready for admission in the Southwest.'"

In my conversation with this gentleman, I said: "Just here, my friend, the Lord was 'agin' you."

He turned to me impulsively and said: "What do you mean by that, sir?"

I then told him that in the year 1723, Captain Shelvocke, in a British ship, anchored off the coast of California. He and his men went ashore and while on land, he observed quantities of black earth, very heavy, and containing shining particles. In the full belief that this dust contained gold, he took samples in bags, intending to carry it to England and have it assayed. This supposition was doubtless correct. In his published narrative, this incident ends abruptly. He says, "But in our wanderings in China, the dust became lost."

"Let us suppose that heavy dust with yellow particles had not been lost. Let us imagine that it had been carried to England and assayed, and its value determined. Without question that coast would eventually have come under the power of Great Britain. Englishmen would have mined the gold in California. But this was not to be. Gold was there, but no man knew it, and that knowledge was hidden from mankind so long as Spain held Mexico. Just a century from Captain Shelvocke's discovery on the Pacific coast, Mexico became independent of Spain. Yet that country was still governed by the Spanish race, and so long as that state of affairs continued, the Almighty would not allow gold to be discovered in that country.

"In the spring of 1848, when the news came to the Atlantic coast that by the treaty of Guadalupe Hidalgo, New Mexico and upper California were ceded to the United States, almost the same mail brought us also the news that James Marshall had discovered gold in Captain Sutter's race

course. Now what was the result of all this? It was that when this news spread over the country, men of every kind flocked to California to dig gold. More men from the North became 'forty-niners' than from the South. Hence the very next year (Sept. 1, 1849) a political convention met at Monterey to frame a constitution and ask to be admitted as a state. The convention finished its work Oct. 13, and the organic law which they drafted, was ratified by the people Nov. 13. One of its provisions was the prohibition of slavery. That is the reason for my saying to you, 'The Lord was "agin" you.' The entire South supposed that without question California would be admitted as a slave state. It was admitted as a free state and the South had lost forever its balance of power in the Senate."

When I concluded my narrative in explanation of the dates on the map, I waited a minute in silence, when my good Southern friend with a quick motion jumped up from his seat, turned about, took my hand cordially and said, "I am much obliged to you for that. I did not know that before. That is worth five hundred dollars to me."

The next day word came to the hotel that I was wanted for an extra lecture to fill a gap in the program the next hour. But what should I give those teachers? Then it occurred to me that I could tell this story of how the South lost the balance of power and therefore began ten years before the Civil War to plan for secession. I filled the next hour with that story and it was well received by the entire audience.

In the spring of 1890 I received an invitation to give a series of lectures on American History to the students in the Peabody Normal College at Nashville, Tennessee. I accepted the invitation and spent three very pleasant weeks

in that city lecturing daily to the students of the college. At first it was the design of President Payne to have those lectures before the Senior Class only, but he

Peabody	thought it might be well to invite all the classes,
Normal	the entire membership of the college, to the
College	opening lecture. He did so, and the result was that all the

classes were invited to hear the entire course of lectures.

I was the guest of President Payne during my three weeks' stay, and was the recipient of many honors from the college and from the citizens. I have a vivid remembrance of one pleasant evening as the guest of a club of distinguished gentlemen in that city. This club was composed of lawyers, doctors, college professors, or presidents, and business men. They discussed at their meetings historical subjects, and the topic for that evening was the Administration of John Adams. The meeting was held at the residence of a wealthy gentleman of Nashville, and the dinner was elaborate. As soon as we were seated at the table, the exercises, papers, and discussion which are usually "post prandial" began. One of the professors in Vanderbilt University read a discriminating biographical sketch of John Adams. After this came questions and remarks from various members of the club. Then the guest of the evening was called upon to entertain the company. Much of the discussion previous to my remarks was concerned with a review of what they had already gone over, particularly including the adoption of the Constitution and the part which Patrick Henry had taken in connection therewith. I paid a tribute to the patriotism and ability of John Adams, but criticised freely his shortcomings which occasioned his unpopularity and the overthrow of the Federalist Party.

As to the course of Patrick Henry I queried whether his

motives had been altogether generally understood by the people of this country. I called attention to the fact that in the Virginia Convention which was to determine whether that state would ratify the Constitution or reject it, Henry made thirty set speeches in opposition. I inquired whether anyone would charge Mr. Henry with being a fool. I asked them to consider the circumstances. The Constitution had been adopted by the convention which framed it, of which George Washington was President. Washington and Henry were cordial and intimate friends. The Constitution was to go into effect between the states adopting it when it had been ratified by nine states. At the time of the Virginia State Convention, it had been ratified by eight states, and the New Hampshire Convention was then in session and unquestionably would ratify it and did ratify it before the Virginia Convention adjourned. Did Patrick Henry wish to have Virginia left out of the United States to be perhaps again brought under control of Great Britain? Certainly that would seem to be the part of folly. I take it that was not Henry's motive.

If you examine carefully the speeches which Henry made in that convention you will observe that he was jealous of the extreme power that this Constitution gave to the government of the Federal Union. It had no "Bill of Rights." The people of the colonies had suffered from the centralized power of the British government and did not wish to be dominated by any other arbitrary centralized power. It seems to me that Henry was not presenting his arguments so much to the Virginia Convention as to the people of the whole country. If the Constitution which he did not entirely approve was to be adopted by the several

states, then in his judgment it ought to be safeguarded by amendments. This necessity Henry plainly put, not only before this convention in his own state, but before the whole country, and the result was that speedily after the adoption of the Constitution the first ten amendments, which constituted fully a "Bill of Rights," were also adopted as part and parcel of the Constitution, so that Henry secured what he was striving for.

I was gratified at receiving the thanks of the club for this presentation. I was also gratified at receiving a cordial and unanimous vote of thanks for my lectures before Peabody College and a similar vote from the teachers of North Carolina.

In 1882 I gave a course of lectures to the teachers of Cincinnati during the first week of September which time Lectures in for many years was set apart for what they Cincinnati called the "Teachers' Normal Institute." These lectures were so well received that some years later I again received an invitation to address the same body of teachers at their Normal Institute, and then, three years in succession, I spent a week with them, lecturing to the different divisions every day. These lectures were received with much favor and votes strongly commendatory were passed by the teachers.

I might speak of a cordial reception in many counties of Pennsylvania, New Jersey, Iowa and other states. Did Receptions space permit I would tell of a hearty welcome in Other by the teachers of Los Angeles, California, by States the Schoolmasters' Club of New York City, by the Sons of the American Revolution, New York City, by the teachers of Davenport, Iowa, two separate years, by the teachers of the province of Quebec, at St. Johns, and

in many other places. During the autumn of 1906 I gave twelve evening lectures in New York City under the auspices of the New York Board of Education, and was invited to give another course of twelve, beginning the following January, but the state of my health prevented accepting the invitation. I received a similar invitation for another course in the autumn of 1907, but was obliged to decline for the same reason as before.

I will mention in this connection but one other lecture trip, and that was through the Pacific Northwest early in **A Trip to** the year 1902. Some friends of education in the **Northwest** old Oregon country, knowing my interest in that section, urged me to visit that part of the country and lecture to the higher educational institutions. They made all the plans, fixed dates and places. I traveled over nine thousand miles, two thousand five hundred miles being in the old Oregon country. I lectured to nearly every Normal School, college, and state university in Oregon, Washington, and Idaho, including among others the Inland Empire Teachers' Association at Spokane; The Normal School at Lewiston; the state college at Moscow, Idaho; the agricultural college at Pullman, Washington; Pacific University at Forest Grove, Oregon; The State University at Eugene, Oregon, and at Oregon City, the three Normal Schools of the state of Washington at Cheney, Ellensburg, and Whatcom, and every day for three weeks at Whitman College, Walla-Walla, together with lectures at various other places. On my return trip I lectured two or three times a day for a week at the county institute, Johnson County, Nebraska. On this trip I gave fifty-nine lectures in less than eight weeks.

It is probably safe to say that including my lectures at

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Marthas Vineyard Summer Institute, the story of which will be told in the next chapter, I have given about eighteen hundred different lectures to as many as eighty thousand different persons, most of them teachers. I have already spoken of the Rhode Island Institute as one of the earliest state teachers' associations. I was president of that body from 1864-1866. I was president of the American Institute of Instruction in 1881 and 1882 and of the Department of Higher Education in the National Educational Association in 1887.

The next step in "aids" and "helps" for the teachers was found in the establishment of summer schools. This will form the subject for the next chapter.

CHAPTER XIV

MARTHAS VINEYARD SUMMER INSTITUTE

It would seem that the summer school was the climax of "aids" and "helps" for the teachers. This is the latest modern innovation. In the former days it could hardly have been established. The summer vacation was too short. Even during the time of my own earlier teaching the summer vacation in different places lasted for only a month or six weeks. I recall distinctly the fact that when I was principal of the English High School, Providence, just fifty years ago, the summer term closed July 25th, and the vacation which followed was six weeks in duration.

The first summer school for teachers in this country was held in 1878 at Cottage City, Marthas Vineyard, Mass. At that time and for many years after, the general voice of the country was in opposition to the idea of a summer school for teachers. The argument used was that the vacation was designed for rest and recuperation for the teachers and they should not employ their time in study and hearing lectures. Those who used this argument failed to remember that "rusting is not resting." A change of location for the teacher, a few weeks stay by the seaside, resting a large part of the time, but spending a few hours each day in the consideration of questions relating to the best methods of teaching would undoubtedly prove more restful to the teachers than any other course.

The founders of the Marthas Vineyard Summer Institute believed that some work with more rest was advantageous. **Founders of** They therefore proceeded to establish a school **First School** of high grade to be in session five weeks each summer vacation. The place selected was a popular summer resort, which had a most salubrious climate, was easy of access, had an excellent bathing beach, and all these pleasures could be enjoyed at moderate expense. The founders of this school were: Col. Homer B. Sprague, head master Girls' High School, Boston; Dr. John Tetlow, now head master Girls' Latin School, Boston; Prof. William B. Dwight, Vassar College, and Mr. Truman J. Ellenwood, the stenographic reporter of Beecher's sermons, Brooklyn, N. Y. Associated with these gentlemen the first year were Prof. William R. Dudley, Cornell University; Prof. Philippe De Senancour, of the Boston Latin School; Prof. L. S. Burbank, of the Boston Society of Natural History; Mme. Marie Muhlback, Auburndale; Mr. B. W. Putnam, Jamaica Plain; Dr. Ephraim Cutter, Cambridge; Prof. A. Apgar, State Normal School, Trenton, N. J.

The subjects covered by these instructors were: botany, French, geology and mineralogy, German, industrial drawing, Latin and Greek, microscopy, zoology, elocution, English literature, and shorthand. Merely the names of these instructors and the subjects taught stamp the new school as of the highest character. About eighty students registered the first summer (1878).

Col. Sprague was president for four years. During this time Agassiz Hall, a large and commodious building was erected by the Institute. As Col. Sprague was about to sail for Europe he resigned his position as president and Dr. William J. Rolfe was elected as his successor. Dr. Rolfe

served the Institute five years from 1882 to 1886 inclusive. The school grew and prospered.

In 1887, I was invited to give a course of lectures at the Institute on American History. I did not believe in summer schools. I had the impression that the teaching was superficial,— that they were not of much value. I accepted the appointment, however, and went to the Vineyard with the full expectation that that would be both the beginning and the end of my connection with summer schools. I had no intention of going again. I was surprised to find on the one hand a class of very earnest teachers, thirsting for both knowledge and wisdom, and on the other hand, a faculty composed of some of the best teaching material we had in the country. With a bright and apt class of pupils these great teachers did good work, work which could not but commend itself to any observer. I was a convert to summer schools, if this was a sample.

I was elected president of the Institute that year, and continued to preside over its interests for nineteen years.

President My first thought was not only to secure the best
Nineteen instructors to be had, but also to retain as many
Years of them as possible, permanently. I was fortunate at the outset in securing the assistance of Mr. A. W. Edson, then the efficient agent of the Massachusetts Board of Education, now associate superintendent of schools, New York City. I asked him to take charge of "The School of Methods." He did so, and continued in the service for twelve years. That department held its session three weeks, with fifteen or twenty eminent educators in methods of instruction in the following subjects: arithmetic, black-board sketching, drawing, geography, history, kindergarten, language, physiology, natural science, pedagogy,

psychology, penmanship, physical exercises, school management, and vocal music.

Another important addition made in the courses of instruction was the placing of the special department of elocution and oratory under the direction of Dr. C. Wesley Emerson, of Boston. This department continued to be carried on by the corps of instructors from the Emerson College of Oratory for the entire time of my administration, nineteen years. I secured also the services of Mr. Clarence E. Meleney, then superintendent of schools, Somerville, Mass., as treasurer, and instructor in history and other subjects. Mr. Meleney has been now for a series of years, with Mr. Edson, one of the associate superintendents of schools, New York City.

For a series of years the German department was under the care of Prof. Sigmon M. Stern, Director of the Stern School of Languages, New York City, and the department of French was in charge of Prof. Baptiste Méras, Director of French in the Stern School of Languages. For a long time microscopy was taught by Rev. John D. King, Ph.D.; painting, by Miss Amelia M. Watson; sloyd, by Walter J. Kenyon. For several years English literature was in charge of Dr. Daniel Dorchester and later the distinguished lecturer, Prof. Edward H. Griggs. The classes in nature study and elementary science were taught by Arthur C. Boyden, now Principal of the State Normal School of Bridgewater, Mass., and those in kindergarten by that famous teacher, Miss Lucy Wheelock of Boston. During the entire nineteen years, I conducted a class each year in American history and a class in civil government.

Throughout the entire time, almost a score of years, that I was connected with the Institute, we had from year to

year the most eminent educators in America as instructors. In the department of psychology and pedagogy, during this period, courses of lectures were given by the following distinguished persons: Dr. William H. Payne, University of Michigan; Dr. B. A. Hinsdale, then of Cleveland, Ohio; Prof. J. C. Greenough, Principal Westfield Normal School; Dr. James McAlister, then Superintendent of Schools, Philadelphia; Dr. Emerson E. White, formerly Superintendent of Schools, Cincinnati; Dr. J. W. Dickinson, Secretary Massachusetts State Board of Education; Dr. T. M. Balliet, then Superintendent of Schools, Springfield; Dr. Z. X. Snyder, President of Greeley Normal School, Colorado; Prof. William L. Bryan, Indiana University, Bloomington; Prof. Josiah Royce, Harvard University; Prof. George H. Palmer, Harvard University; Mrs. Alice Freeman Palmer, Ex-president of Wellesley College; Mrs. Mary H. Hunt, National and International Superintendent of the department of Scientific Temperance Instruction, W. C. T. U.; Mrs. Eva D. Kellogg, Editor of *Primary Education*; Dr. John Dewey, Professor in the University of Chicago; Dr. M. G. Brumbaugh, Professor in the University of Pennsylvania; Dr. Frank A. Hill, Secretary of the Massachusetts Board of Education; William Hawley Smith, Peoria, Illinois; Prof. Will S. Monroe, Superintendent of Schools, Pasadena, Cal.; Dr. A. E. Winship, Editor of *The Journal of Education*; Dr. Richard G. Boone, President Michigan Normal School; Prof. Edward Howard Griggs, Leland Stanford University; James M. Greenwood, Superintendent of Schools, Kansas City; Dr. William T. Harris, United States Commissioner of Education; Dr. William N. Hailman, Superintendent of Schools, Dayton, Ohio; Dr. Arnold Tompkins of Illinois University; Dr. Edgar D.

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Shimer of the New York University; Prof. H. H. Horne, Dartmouth College; Dr. Nathan C. Schaeffer, State Superintendent of Public Instruction, Pennsylvania.

Many other distinguished educators were instructors in the different departments, but space will not permit even to mention the names. The School of Methods
Departments from year to year included instruction in arithmetic, civil government, drawing, geography, physiology, history, kindergarten work, language, literature and grammar, vocal music, nature study and elementary science, penmanship, primary methods in reading, language and number work, advanced reading, pedagogy and psychology. The subjects embraced in the Academic Departments included pedagogy and psychology, school management and supervision; botany, drawing and color; elocution and oratory; English literature; history; civil government; French; German; Latin and Greek; mathematics; microscopy; vocal and instrumental music; painting; physical culture; physics and chemistry, and sloyd. In all these subjects the instructors were of the highest class, including many names prominent in educational affairs during the twenty years.

At the beginning of my work in the Institute there were but four buildings on the grounds, Agassiz Hall in which
Growth of the instruction was given, two small buildings
School for instruction in music, and a small building used as a kitchen and dining room. During my administration we enlarged the kitchen by an addition twenty-five feet square, added a three-story dormitory building and a new auditorium, fifty feet by sixty-five with class rooms and a book room in the basement.

I have said that, at the beginning of the history of this

school, public sentiment was adverse to the summer school. In this respect the opinion of the public has entirely changed. Within the last decade new schools **High** have been established everywhere. The large **Standard** colleges and universities have introduced the **Kept** summer session. The various states have established such schools. Individual enterprise has carried on others so that in the last few years it has been possible for teachers to find instruction nearer home and at less expense than to go to Marthas Vineyard. The attendance during my first summer there was not far from one hundred. For the next ten years there was a constant increase until we numbered five hundred and six hundred, and I think, one year, nearly seven hundred.

We were very careful to maintain a high standard. There was a constant increase in the number of instructors, and as may be seen from the list already given, we kept well up with the times. The Marthas Vineyard Institute introduced Prof. Griggs to New England. Miss Lucy Wheelock won her first popularity by her instruction in this school. Prof. Horne of Dartmouth was scarcely known outside of his college until he gave his lectures at the Vineyard Institute. In all respects the school aimed high and the management was determined that so long as it should exist, its standard should not be lowered. If the income diminished, the expenses must not be curtailed. It were better to close the school rather than to place it on a lower grade. But it had evidently fulfilled its mission. It was the pioneer summer school for teachers in this country. It had done a vast amount of work, all of which had been good work, the very best. The directors and the corporation came to the conclusion that, as there were now so many summer schools in

all parts of the country, this particular institute was no longer needed, and therefore in 1905 voted unanimously to close the school.

Dr. Emerson E. White, in his paper read at Asbury Park, several years ago before the National Educational Association, said: "Summer schools, as now organized, include three classes: (1) Schools that teach special branches of knowledge. (2) Schools that teach the arts. (3) Schools that teach pedagogy." The Marthas Vineyard School embraced all three of these classes. It had its art studies, its academic branches, and its school of methods, i.e. pedagogy. The management of this Institution for many years required hard work and a great deal of it. Personally it was a great relief to be freed from those duties. At this time, however, I look back upon the nineteen years devoted to its management with much pleasure and no little satisfaction. I believe that we are all authorized to feel a high degree of gratification at the success of the school and the large amount of work which it did for so many years in elevating the profession of teaching in this country.

CHAPTER XV

EDUCATORS THAT I HAVE KNOWN

AMERICA may not have produced a Shakespeare or a Milton, a Darwin or a Huxley. We may not be able to boast of a Thomas Arnold or a Comenius, but we certainly have had in our history, and have now in active service, a multitude of superior teachers of youth;—talented women who have started many a man and woman in life with high ambitions, whose characters have become well established, and who have carved out for themselves useful and successful lives. In the secondary schools and in the schools of higher education we have had many instructors of superior ability and eminent success. We have had men of extraordinary executive and administrative power as superintendents of schools in our cities and states.

It would be impossible for me to tell here the story of all the distinguished educators that I have known. The subject is so vast and complex that I was half inclined to omit this chapter, but I have a strong desire to call attention to some of the many Americans whose noble characters and devoted lives have, in such large measure, elevated our civilization and improved the quality of our nation.

First of all, I make honorable mention of Samuel H. Dr. Taylor, Taylor, LL.D., for many years the successful Andover principal of Phillips Academy, Andover. He did a great service to this country in educating more than

six thousand young men after a plan and by a method seldom equaled in our own country or elsewhere.

Now let me call attention to the distinguished coterie of men who during the last forty years have held the office of
Henry United States Commissioner of Education. The
Barnard first commissioner was that Nestor of educational history and philosophy in America, Hon. Henry Barnard, LL.D., who was the first School Commissioner of Rhode Island; Superintendent of Schools in Connecticut; President of the State University of Wisconsin; of St. John's College in Annapolis; and the first United States Commissioner of Education. He was a prolific writer, so that during his lifetime in more than fifty separate volumes, he gave to the public over eight hundred individual treatises, each of which had been published separately. Dr. Barnard was United States Commissioner from 1867, when the Bureau was first established by Congress, to 1870.

From 1870 to 1886 the office was held by Gen. John Eaton, Ph.D., LL.D., a Dartmouth graduate; a teacher in Cleveland, Ohio; Superintendent of Schools, Toledo;
John
Eaton Chaplain in the army; Superintendent of Freedmen; Brevet Brigadier-General; Superintendent of Schools in Tennessee; Commissioner of the United States Bureau of Education; President of Marietta College, and of Sheldon Jackson College, Salt Lake City. A voluminous writer, a popular lecturer. His was certainly an active life. His resignation as Commissioner of Education was accepted **N. H. R.** August 5th, 1886, and the next day Nathaniel
Dawson H. R. Dawson, L.H.D., of Alabama, was appointed as his successor.

Dr. Dawson held the office for three years. He was a well-known lawyer, trustee of a college, and during his ad-

ministration many histories of colleges, especially in the South, were published by the Bureau. He was succeeded by Hon. William Torrey Harris, Ph.D., LL.D., who held William T. the office until 1906, a longer period than any Harris of his predecessors. Dr. Harris is one of the most learned and most noted educators in the world. He was my classmate in Phillips Academy. At that time he was a beardless youth of eighteen, a fine scholar, quiet, retiring, modest, but observing everything. He entered Yale College in 1854, and remained two years only. Having left college, he became a teacher in St. Louis, rose rapidly from assistant principal to principal of a large school, to assistant superintendent, and for a dozen years was superintendent. I have copies of his several annual reports. When I was superintendent of the schools of Salem I studied those reports, with those of other distinguished superintendents, and especially the reports of Horace Mann to the State of Massachusetts. I observed that Dr. Harris discussed thoroughly in each of his reports some particular subject. I found in them more practical suggestions and more reliable philosophy than in any other reports which came to my hand, not excepting those of Horace Mann.

While in St. Louis he gathered around him a number of good thinkers, learned men, practical educators, who to a certain extent pursued their studies together. It was a remarkable coterie, and reminds us of Franklin and his friends in Philadelphia.

It was while Dr. Harris was in St. Louis that he commenced the publication of a monthly magazine of philosophy called *Journal of Speculative Philosophy*, a publication that received high praise from scholars wherever the Eng-

wherever he has gone. He is a thorough scholar, especially in the philosophy of education and its practical workings in our American schools and colleges.

The Massachusetts State Board of Education was established in 1837, and the chief executive officer is styled "Secretary of the Board of Education." This office, during the seventy years which have intervened, has been filled by seven men. These men were Horace Mann, Barnas Sears, George S. Boutwell, Joseph White, John W. Dickinson, Frank A. Hill, and George H. Martin. I have enjoyed the acquaintance and friendship of them all except Horace Mann. He retired before my active life in the state.

Every state has a Commissioner of Education, or as sometimes styled, a Superintendent of Public Instruction. I have had personal acquaintance with about twenty of these officers. Space will not permit me to do more than to give here and there a statement or an incident. Some of these men have served for long periods; for example, Thomas B. Stockwell, of Rhode Island; C. D. Hine, of Connecticut; Nathan C. Schaeffer, of Pennsylvania, and Andrew S. Draper, of New York. I regard Dr. Schaeffer as one of the strongest educational men of our country today. He has certainly done a great work in uplifting the schools of the Keystone State. Another man worthy of equal mention is Judge Draper of Albany. He has shown great wisdom and unusual executive ability in reorganizing the entire educational system of the Empire State.

The schools of almost all of the cities in every state throughout the country are supervised by an official, usually with the title of "Superintendent of Schools." First and

last, within the circle of my acquaintance I could number more than one hundred such officers. They have done a great work. I would mention in particular among these efficient men John H. Phillips, **Prominent City Super-** who has been superintendent of the schools in **intendents** Birmingham, Alabama, a full quarter of a century,—almost half of his life. He has been of great service not only in uplifting the schools of that city but of the state, and to a great extent the entire Southern country.

James A. Foshay has proved himself a man of power in the rapidly growing city of Los Angeles, California, in which city he has been superintendent of schools for fifteen years.

In the city of Denver, Colorado, Aaron Gove was superintendent of schools for twenty years. I think it might be said that at the time of his retirement he had built every school-house in his district and had appointed every teacher and every janitor of the schools. He was eminently successful in elevating the schools to a high plane. He was in several respects a model superintendent. For many years I have greatly respected his ability and enjoyed his friendship.

Thomas M. Balliet was long the superintendent of schools of Springfield, Mass., now Dean of the School of Pedagogy, New York University. While in Springfield he had great success in elevating the schools to a high degree of efficiency. I think I have seen as good work in the primary grade schools of Springfield as in any other city.

I have already spoken of the career of Dr. Edward Brooks, and I might couple with his name that of R. K. Buehrle in commendation of his great work in the city of Lancaster, Pennsylvania.

James M. Greenwood has been superintendent of the schools of Kansas City, Missouri, for nearly thirty-five

years. His career as an educator has been long, broad and high. By nature he was a mathematician, and his logical mind kept him as true to the truth as the magnetic needle is to the pole. The story is told that when he was a youth, perhaps sixteen years of age, he attracted considerable attention by his superior ability in mathematics, particularly in arithmetic. He was then at work on a plantation in Arkansas. A distinguished educator was principal of a private normal school in that vicinity. He had heard so much about the boy, "Jim Greenwood," that he wanted to see him, and on a certain Saturday he walked over to the farm where Greenwood was living and inquired for the boy. He was told that the young man was out in the field plowing, and he was directed how to find the place. When he came in sight he found the boy plowing with a mule and a cow. The mule was balky and more devoted to kicking than to helping the cow drag the plow. The teacher, keeping out of sight, watched the process. After various attempts to make the refractory animal do his duty, he noticed that Greenwood took a rope, and, making a slip knot in one end, placed it around the lower jaw of the mule and tied the other end of the rope to the fetlock of that leg of the mule which was accustomed to do the kicking. Then going back to the plow he gave the usual signal for the team to start. The mule, however, did not intend to obey the summons, and immediately began to kick. At once this was too serious an occupation for him. The slightest motion of his hind leg pulled severely upon his lower jaw, and the kicking stopped. Then Greenwood took off the rope, returned to the plow handles and repeated his command to go ahead. The team started and plowed straight onward without any further difficulty. The schoolmaster could not well avoid the

conclusion that a youth who had the skill thus to conquer a refractory mule would succeed in managing schoolboys. He introduced himself to Greenwood, talked with him about his arithmetic, and asked him if would like to come to the Normal School and study.

"What do you want to tantalize me for? You know I can't go."

"You can't go? For what reason?"

"I can't afford it."

"But suppose I should offer to give you your board and tuition for teaching the younger scholars?"

"Don't bother me! You don't mean it."

"Indeed, I do, if you will accept, I will make the bargain with you."

"Well, if you mean it, I'll come."

"When will you commence?"

"Next Monday."

So the youth left the plow and began his course in the Normal School.

Whether this story is true or not, it ought to be, for it fairly illustrates Greenwood's character. He taught mathematics, astronomy and logic at the Normal School in Kirksville, Missouri, for seven years, and in 1874 became superintendent of the schools of Kansas City, a position which he still holds, after a third of a century of active and efficient service. He is a vigorous educator, an indefatigable worker, a prolific author, and a popular lecturer.

It would seem to be self-evident that many of the strongest educational men in the country should be connected with our colleges either as presidents or professors. I could number, within my acquaintance, more than a hundred such men. At the present time I am

acquainted with twenty-five college presidents now in the service and more than that number of college professors. I suppose in the past I have known nearly if not quite as many who are now either retired or not living.

First of all let me mention those who have been connected with Brown University. I have already given some account of the college as it was in my day. My first president there was Francis Wayland. At that time Dr. Wayland had perhaps as high and extended a reputation as any college president in our land. I was under him just one year. He retired from the presidency in 1855. I would refer the reader to the chapter on Brown University in this book. Dr. Wayland was succeeded by Dr. Barnas Sears, an extended account of whom will be found in the same chapter. Dr. Sears was followed by Dr. Alexis Caswell who served for four years. His successor was Dr. Ezekiel Gilman Robinson, a strong man, a good scholar, a thorough exponent of the older college régime. Following Dr. Robinson came Dr. Elisha Benjamin Andrews, certainly among the students one of the most popular presidents Brown ever had, a progressive man, genial and affable, with a strong love for young men, interested in all their sports and pastimes. The college was greatly increased in numbers during his administration. Professor Benjamin Franklin Clarke was acting president *pro tempore* for a year or more while President Andrews was in Europe, and was acting president *ad interim* between the presidency of Dr. Andrews and Dr. Faunce. After Dr. Andrews resigned Dr. William Herbert Perry Faunce became president. Dr. Faunce is a modern and model scholar, preacher, teacher, and lecturer. He came to Brown from the pastorate of that large, strong church, the Fifth Avenue Baptist Church,

New York City. He has elevated the college, increased its numbers, improved the faculty, lifted the courses of study, systematized and unified them, and has been remarkably successful in adding to its funds, increasing the number of its buildings and improving in various ways its equipment.

I need not speak further of the faculty of Brown University. Seldom could one find in the country superior scholars or more successful instructors. I confess to having a large personal interest in this faculty, especially in the more recent years. The senior member of that faculty today in actual service was prepared for college under my instruction in the Providence High School. At one time, a few years ago, I counted eight members of this faculty who had received their preparation under the instruction of my associate, Mr. Goff, and myself.

Dr. George C. Chase is the President of Bates College, Lewiston, Maine. He succeeded Dr. O. B. Cheney. In

Contrast in 1885 I attended the commencement exercises
Christian at Harvard University, and the next day at
Spirit Bates College. The graduating orations were given upon the stage in Sander's Theater at Cambridge. I failed to notice in a single instance in any of the orations the statement of any sentiment or principle distinctly Christian. So far as I observed these orations might have been given in a Mohammedan or a Brahmin college. The thought which I wish to convey is that there was nothing in these orations distinctively religious from the Christian point of view.

On the contrary, the next day at Bates College, I think there was some sentiment decidedly religious and Christian in every one of the orations delivered. Dr. Chase has, year by year, improved the college curriculum, increased the



DR. WILLIAM H. P. FAUNCE
President of Brown University

numbers, and added to its endowments. At the same time the moral and religious conditions have not deteriorated. I have often heard it said that Bates College has had more teachers among its graduates than has Harvard.

So far as I know the three college presidents longest in service are Dr. Charles W. Eliot, Harvard University; Dr. James B. Angell, University of Michigan; and Dr. M. H. Buckham, University of Vermont. Dr. Eliot has been President of Harvard University since 1869. Dr. Angell was President of the University of Vermont from 1866 to 1871, and has been President of Michigan University since 1871. Dr. Buckham has been President of the University of Vermont since 1871. Dr. Angell was born in 1829; Dr. Buckham, in 1832, and Dr. Eliot, in 1834.

One of the most popular presidents in recent years is Dr. William J. Tucker, President of Dartmouth College. The growth of Dartmouth under his administration has been rapid and solid.

My personal knowledge of colleges has been mostly in the East. I have already mentioned the fact that I had a very agreeable acquaintance with the Peabody Normal College, Nashville, Tennessee, for three weeks, giving daily lectures to students of all the classes. The college at that time was presided over by Dr. William H. Payne who was president from 1888 to 1901. It was a vigorous institution and Dr. Payne's administration was eminently successful. Ill health caused his resignation. Dr. Payne was one of our foremost educators, having had long experience in responsible positions in the state of Michigan. He was a prolific writer and translator. That college has been of great service in educating teachers for the southern states. It is gratifying to observe in

A Growing
Southern
College

a morning newspaper that the trustees of the Peabody Fund propose to grant a million dollars for "the establishment of a Teachers' College in Nashville, in connection with the Peabody Normal School of that city." I suppose that this means a further endowment of the Peabody Normal College already in existence there.

I have already spoken of my visit to various colleges on the Pacific coast. I spent three weeks at the Whitman "The Yale College at Walla Walla, Washington. That in-of the West" stitution has had a notable history. Dr. Cushing Eells established the Whitman Seminary in 1866 and in 1883 it was changed to a regular college, and a charter was obtained. The present president is Dr. Stephen B. L. Penrose, who has presided over the institution since 1894. The college now has many acres of land, including a large campus for athletic purposes and some ten or a dozen buildings, nearly all of recent construction, ample size, and well adapted for college purposes. An effort is now being made to raise an additional endowment of a million and a half, and a fund for new buildings of half a million more. It has a faculty of able men, wholly devoted to their work. Its students number several hundred, and this institution can truly be called "The Yale of the Northwest." It is more like a New England college in the character of its faculty, the quality of its students, the courses of study, and the results accomplished than any other western college which I have visited. Dr. Penrose is considered by many as the foremost educator in the Pacific Northwest.

The term "educator" ought to include more than teachers, **Meaning of** school superintendents, and college presidents. "Educator" Education is broader than the schools, higher than the colleges, and not confined within the universities.

Many public lecturers and preachers are in a high sense of the word "educators." The Beecher family come within this list, the father, Dr. Lyman Beecher, the elder brother William, the next Edward, Harriet Beecher Stowe and her husband, Calvin E. Stowe, Henry Ward and Thomas K.;—these were the members of the family that I knew personally. In his later years I often heard Lyman Beecher preach. He was not only a preacher, but for a long time was President of Lane Seminary, Cincinnati. He was a practical man, a powerful pulpit orator and both in his conversation and in his preaching he greatly stimulated thought. On one occasion at the close of a social meeting at which he had presided I asked him this question:

"Dr. Beecher, what do you consider a proper call to the Christian ministry?"

His reply was something after this manner: "Well, young man, suppose you were in a nation where there were plenty of carpenters, blacksmiths, lawyers and doctors, farmers and machinists, but not a shoemaker in the whole country. All the people were getting their feet wet, taking cold, and dying with consumption. Don't you suppose that many of you young men under such circumstances would feel a divine call to become shoemakers? But we have plenty of shoemakers, and plenty of all the rest," and then with a sweep of his arm, he added, "but the whole world is lying in sin and wickedness, and there is a great call everywhere for men to preach the gospel of Jesus Christ."

This incident occurred more than fifty-five years ago.

Thomas K. Beecher, the distinguished pastor for many years of Elmira, New York, recently deceased, was chaplain of a New York regiment in our brigade, in the winter of 1862-3. His brother James, with whom I had but slight

acquaintance, was major in the same regiment. Neither of these men knew his grandfather's name. I might mention many incidents connected with this Beecher family, but will content myself with the following concerning that noted preacher and lecturer, Henry Ward Beecher.

Henry Ward Beecher was regarded as the foremost pulpit orator of America. He was not only a great preacher, but *An Evening* he was a lover of animals, flowers and gems, an *with Beecher* enthusiast in music, a patron of art, and a friend to every advance movement in education. He was alive to the charms of childhood, and his sensibilities were so acute that at times he was obliged to guard himself against being too much absorbed by the sweet innocence of children. An illustration of this came under my own eye.

It was at the American Institute of Instruction, at Saratoga, in July, 1880. On Friday evening Mr. Beecher was to deliver the closing lecture. I had been commissioned to escort him from the hotel to the church. At the appointed time I sent my card up to his room. He came down immediately, all ready, hat in one hand, and a thick roll of manuscript in the other. As we turned the corner towards the Methodist Church I told him the program for the evening. I explained that Prof. George Riddle of Harvard was entertaining the audience with his popular "Readings." When he should finish, which I understood would be in a few minutes, twelve little girls from Boston would be introduced who were to sing one piece, just as we should enter the church. "Then will come your lecture, Mr. Beecher." He stopped suddenly on the sidewalk and, in a gruff, harsh voice, said:—

"I can't hear any little girls sing before I speak."

"But, Mr. Beecher," I said, "this arrangement was made largely on your account. It was thought that you would

be pleased to hear their sweet voices just as you went into the church."

"Do what you please after I am through, but I can't hear any little girls sing before I begin."

"Well, but what can I do about it?"

"Stop it!"

"I shall, then, have to leave you here on the sidewalk."

"Very well, sir."

I went into the church, interviewed the president, and arranged that the girls should be sent to the hotel, and Mr. Beecher should come on immediately, when Prof. Riddle closed his readings. I then went out to bring in Mr. Beecher, but he was nowhere to be found.

A black thunder cloud was arising in the west, and the side street was not lighted. I raced up and down the sidewalk, but could discover Mr. Beecher nowhere.

After a while, however, I thought I could see something across the street. A tight board fence four or five feet high divided the street from an apple orchard. The ground of the apple orchard was on a lower level than the street. There I found Mr. Beecher with his arms on the top of the fence, looking off into the dense darkness.

By that time I had explained to my own mind the cause of Mr. Beecher's strange action. His sensibilities were so easily aroused that he feared the children's voices would unnerve him. His lecture was on "The New Education." He had stored the contents of that huge manuscript in his mind, and he must hold it there. The sweet voices of those little girls might upset him, and prevent his recalling the words of the discourse which he was about to deliver.

With a soft, low voice, I spoke to him and said:—

"Mr. Beecher, I think they are ready for you now, sir."

"Very well, sir," he replied, and we crossed over and entered the church. Up the broad aisle he shot, with his usual quick, elastic tread, ran up the platform steps, threw his manuscript upon the pulpit and sat down.

He was immediately introduced and quietly arose, stepped to the end of the pulpit, leaned his left elbow on the pulpit and began to speak in a very subdued way, and with a soft voice. Soon, however, his tones and his energy increased, and he gave us a wonderful discourse, nearly two hours in length.

When he had closed and the audience had been dismissed, he sat down on the edge of the high platform, swinging his feet, which could not touch the floor, and shook hands with everybody that came up. Soon he discovered an old friend some distance back, and reaching out his hand to beckon, he exclaimed:—

"Hello, Tom! Is that you? Come up here, I want to see you."

After that he went with some friends down to the Hathorne Spring and told stories for two hours. Probably no one ever saw Mr. Beecher in a brighter, more jovial mood than he was that night *after* he had concluded his lecture.

Another unique incident was connected with that lecture. In June preceding, a Boston editor, William E. Sheldon, Esq., wrote to Mr. Beecher, asking if he would kindly send him an abstract of the lecture he was to deliver at Saratoga. Mr. Beecher, in response returned to him the following characteristic letter:

"BROOKLYN, N. Y.,
124 Columbia Heights,
June, —, 1880.

MY DEAR SIR:

If you will send me some paper made of the fibre of reeds that will grow along the Nile in 1980, A.D., and a pen taken

from the wing of the first bird of the next coming spring, and an envelope made of the spider's web to be spun next summer upon my convolvulus vines, I will at once send you the unborn thoughts which I hope to utter next July at Saratoga.

Yours in the tribulation of hope,
HENRY WARD BEECHER."

For more than twenty-five years one of the foremost and most popular lecturers in this country was John B. Gough.

John B. Gough He was famous for his illustrations. On Tuesday evening, July 11, 1882, at the meeting of the American Institute of Instruction, over which I was presiding, John B. Gough delivered a lecture on "Temperance for the Young." In the course of the lecture, he said: "Some people are often inquiring why we temperance folk are so extreme. Nothing will do but absolute teetotalism and complete prohibition. They say, Why don't you compromise, be reasonable about it and compromise?"

"Compromise! Compromise! What does compromise mean? I will tell you what compromise means. I will tell you how a colored man compromised. He met a friend one day, and he said:

"'Sambo, Sambo, does you know dat t'oder night I was sorely tempted, I was sorely tempted. You know I used to steal. Well, since I jined de church I stopped dat stealin', but you know Mr. Jonsing's shoe store? Well, t'oder night I was in dat store, and I looked on de shelf and I see a pair of boots, jess de nicest pair of boots, jess my size, No. 14, I know. Der was de Debil, and he say, 'Take 'em, take 'em.' Den de Lord say, 'Let 'em alone, dats stealin'.' But I wanted dem boots, mine all out at the bottom and de sides. Der was de Debil and me, and we both say 'Take 'em,' but de Lord say, 'Don't you take 'em, dats stealin'.' Now der was a clear majority of two against one.

" 'Jess den, Mr. Jonsing, he leeb de store, an' he leeb me all alone. Den de Debil say, 'Take 'em quick and skedad-dle.' I could take dem boots and chuck 'em under my coat and go right away, an' Mr. Jonsing would never know not-tin' 'bout it. But bress de Lord, I 'stood de temptation. I compromised and took a pair of shoes instead.'"

The next year after this Saratoga meeting I went to see Mr. Gough at his home near Worcester to secure from him an address at the Congregational Club in Providence, R. I., of which at that time I was president. He entertained my wife and myself for two hours with his reminiscences and showed us his library and souvenirs, especially the many sketches from the pencil of his intimate friend, George Cruikshank; but above all the rest, Mr. Gough evidently took the greatest pleasure in calling our attention to the great Bible presented to him in Exeter Hall, London, and the little Bible given to him by his mother, which was lying on top of the great Bible. These two books were on an elegant table which he had secured for the purpose and which stood at the front end of his parlor. He told us the story of the presentation of that book very much as it is told in his autobiography from which I make the following quotation:

"I wish particularly to allude to the last meeting in London. Several American friends were present, among them
 Bible Rev. Dr. Cheever and Honorable Ichabod Wash-
 Presented burn, of Worcester. Those who had signed the
 to Gough pledge in Exeter Hall, had subscribed for a Bible,
 to be presented on the last evening I should lecture there.
 I had spoken ninety-five times in that Hall, and on the
 ninety-sixth and last, the Bible was presented.

"It was one of the largest audiences I had met there. It

was very exciting to me, and I was more nearly overcome than I remember ever to have been on any other occasion. My dear friend, George Cruikshank, presided; Judge Payne, of the Court of Quarter Sessions, was appointed to present the Bible; my first English friends, true, tried, and faithful, were there;—dear Tweedie, Campbell, Howlett, the brothers John and Joseph Taylor, Spriggs, Hugh Owen,—with many others from the London societies, and from the provinces.

“When the Bible was presented, I rose to reply, and no schoolboy, on his first appearance, could have felt more embarrassed. I knew not *what* to say. At last I said: ‘My dear friends, as I look at this splendid testimonial of your good will—rich in Morocco and gold—beautiful as a work of art and skill—I think of another book, a little one, broken, torn, ragged, and imperfect,—you would hardly pick it up in the street; but to me, precious as is your gift tonight, more precious is that little book. On the illuminated fly-leaf of this book before me, I read:—“Presented August 8, 1860, to John B. Gough, on his leaving England for America, by those only who signed the pledge after hearing him in Exeter Hall, London.” On the brown, mildewed fly-leaf of the other book, are these words: “Jane Gough, born August 12, 1776. John Gough, born August 22, 1817. The gift of his mother, on his departure from England for America.” Two gifts and two departures!’

“As I began to review the past experiences since I left home, thirty-one years before, the flood of recollections came over me, combined with the tender associations connected with farewell, and I stammered, became nervous and unable to proceed. As I stood there, the unshed tears filling my eyes, Thomas Irving White rose, and taking me by the

hand, said: 'God bless him! Give him three cheers!' And the audience started to their feet, and with waving of hats and handkerchiefs, gave them with a will. That unsealed the fountain, and I bowed my head and cried like a very boy.

"Mr. Tabraham was called upon to pray, and afterward the exercises were continued, and I told them that this splendid book should occupy an honored place in my home, but that the little old battered Bible of my mother should lie by its side. And there they *do* lie, on a table procured for the purpose—the two books—to remain together, as mementos of the past, and the realities of the present, till God shall call me."

I had in my mind several other incidents of distinguished men, but this chapter is altogether too long as it is. I hope my readers will pardon the garrulousness of an old man when memory calls up so many reminiscences of a long life.

CHAPTER XVI

PROGRESS OF EDUCATION

DURING the last half century our country has made rapid progress in every direction. It has made a great gain in **Progress of** area, in population, in the industries, in inven-
Our Country tions, in social and moral life, in reading and in the general intelligence of the people. Without doubt it is safe to say that no greater progress is apparent in any direction than in the processes and results of our American system of education. Our Puritan Fathers early established in New England our unique system of public schools. The new states in the great Northwest copied the example of New England and in many respects improved upon the schools of the older settlements. It was not, however, until after our civil war that a system of public education for all the children was introduced into the South, but long before the present time public schools were established in every state and organized territory within our nation.

I desire to call attention to the marked progress that has been made in our educational affairs. While it is admitted **Progress is** on every hand that civilization advances,—im-
Zigzag provement is the order of the day, the natural course of events,—yet it should be distinctly borne in mind that not all that is true is new and not all that is new is true. As a general rule the progress of mankind is seldom forward in a straight line. The motion is in the main forward, but often in a zigzag course. The pendulum of the clock swings

far to one side, but it is sure to return. We may complain of the excessive heat of summer and of the extreme cold of winter, but the seasons in their order bring us a pleasing variety. The springtime with its increasing heat gives us the leaves and the buds; the summer, the fruits and the flowers; the autumn, the great harvest fields from which we gather the rich productions of the whole year; and the winter is the season of rest and recuperation.

It becomes us to study this educational problem and observe wherein the progress appears, in what respects we **How We** have made mistakes, and what special advantages and advancement are open to us at the **Have** present time. In considering the great improvements which have taken place in the past, I mention, first of all, the better methods of teaching. The reader is kindly referred back to the second chapter of this book for the crude methods in use seventy years ago. Then the teacher of the district school in the winter was called "master." It was customary in those days to speak of the "breaking of colts." In a similar sense the will of the big boys must be broken. They had to be made to understand that the teacher was the master. The constant use of the ferule and the switch, the shaking of the small boy, the boxing of his ears, the harsh tones, and the majestic commands were characteristic of the modes of discipline in the schools of the earlier days.

The change since then has been from fear to love, from mastery to respect and kindly, cordial obedience. So in **Refining** the course of instruction, instead of the cipher-**Influences** ing book has come the blackboard. In place of the slate, which has been banished, we have paper and pencil. Instead of the quarto geography, we have the wall

maps. In place of the bare walls, pictures and works of art with their gentle but indelible lessons, adorn the school-room. Instead of the A-B-C system, we have the phonic, the word method, the thought method of teaching primary reading, and have introduced the study of nature and more reasonable methods of teaching the various subjects in the school curriculum.

Compare the text-books of today in elementary reading, in arithmetic, geography, English grammar, history, supplementary reading and literature, with the **Text-books** books of the earlier day. Perhaps no greater change has been made in any direction than in the text-books for our schools.

I must confess, however, that I am not entirely satisfied with the methods of instruction today in the upper grades of our schools in teaching the use of the voice and how to apply it in effective reading to others. **Remiss in Voice Training** I am sometimes led to inquire whether the books for elocutionary instruction in the upper grades of the grammar schools and in the high schools are any better than those in use fifty years ago.

I wish to call attention to the means by which we have now-a-days a better class of teachers and superior modes of instruction. First of all, I should name as **Normal Schools** introduced since the days of Horace Mann, the Normal School, in which teachers receive an education, not only in the various branches of learning, but in the modes and methods of imparting instruction in those branches. Fifty years ago we never heard the word "pedagogy." The first college professor to give instruction in this direction that I knew of was Samuel S. Greene in Brown University. Even as early as that date, we occasionally heard the word

"didactics," but apparently the science of pedagogy was largely an unknown quantity. Careful attention, however, since then has been given to the study of childhood, the natural development of the child mind, the powers of the human mind, normal methods of presenting a subject to that mind, and all of these have found a place in the various state Normal Schools.

The first Normal School was opened in 1839 at Lexington, Mass., Cyrus Peirce being the principal. Today Massachusetts has nine state Normal Schools, located **We Teach the Teachers** in different sections of the Commonwealth, besides the Massachusetts State Normal Art School in Boston, and the Boston Normal School, supported by the city. When I began my career as a school teacher I had never seen a graduate of a Normal School. I remember making the acquaintance of two young men, graduates of the Westfield Normal School in the year 1850, and the next year two others of the same school. Today it is estimated that more than half, possibly two-thirds of the teachers of Massachusetts have had a Normal course of instruction, and now a high school course is necessary for admission to these state Normal Schools. The Keystone State,—Pennsylvania,—has at the present time more than a dozen Normal Schools, some of them with more than five hundred students in each.

In addition to the Normal Schools mention should be made of teachers' institutes and of summer schools for teachers. In these various ways the teaching force of the country has been greatly improved, strengthened and elevated.

It is with some trepidation that I venture to mention the subject of teachers' wages. I suppose that it ought to be said that the schools have greatly improved because the

teachers are better paid than formerly. Without doubt this is true. I recall a little incident of a visit to my house

Teachers' about twenty-five years ago of an old lady past
Wages ninety years of age, who said to me, "So, you
Inadequate are teaching school in Providence, are you?"

I plead guilty to the indictment.

"Well," said the old lady, "I taught school in Providence once."

"When was that, Aunt Hannah?"

"Let me see. It was about seventy-five years ago."

"Well, Aunt Hannah, what wages did you get?"

"Why, they boarded me and paid me a dollar-and-a-quarter a week."

That must have been a full century ago. Wages have certainly increased since then, but has that increase been in proportion to the advance in other lines? Wages and prices have marvelously grown in all directions. The superintendent of schools in Brockton recently told me that it was difficult to find teachers to fill vacancies because the young women could earn higher wages in the shoe-shops. Many an expert stenographer receives more pay than an expert school teacher. I have been told that weavers in the woolen mills of Rhode Island receive higher wages than the school teachers in those localities, and that employees in the Waltham watch factory earn more than the Waltham school teachers. We cannot avoid the conclusion that the salaries of teachers, at least in this part of the country, are less than they should be. They have not kept pace with the increase of wages in other directions. If these salaries are not raised soon, the schools will certainly suffer.

Many persons are of the opinion that our common school curriculum has been greatly "enriched" within the period

we are considering. We have certainly broadened our course of study in the elementary schools. We have decidedly increased the ground gone over in the "Enriched" Curriculum secondary schools. We have certainly introduced electives *ad nauseam* into the colleges. We have increased the length of the courses in the professional schools. We have established many technical schools of great value to the country. A decided movement has been manifest all along the line in this direction. As to the "enrichment" of the course of the elementary schools there may perchance be differences of opinion. Instead of the three R's exclusively we now have added drawing, manual training, the study of nature, physical training, music, cooking and sewing. It may not prove useful to enter upon a discussion here of the advantages and disadvantages of these changes. It certainly is not a one-sided question. Of course the breaking up of the old régime was necessary, but many doubt whether it is advantageous to divide the time of the children among so many different lines of work as is now sometimes demanded.

As to the course of study in the secondary schools I am confident that many of our best teachers are strongly inclined to the opinion that in recent years the colleges have demanded from them more than can be successfully accomplished. Without doubt the later text-books in Latin and Greek are far superior to those in use in my day. Harkness' Latin Grammar proved itself decidedly superior to Andrews & Stoddard's. The later Greek grammars also have been a marked improvement over Kühner's and Crosby's. It might be a fair question to ask whether the decline of the English method of pronouncing these ancient languages and the

Secondary
Schools
Overtaxed

introduction of the Roman pronunciation of the Latin and the modern pronunciation of the Greek is an advantage or a disadvantage. I am sure that some of our best classical scholars and instructors were not converts to the change, but were forced to adopt it by popular sentiment. The modern beginners' books in Latin and Greek are evidently in accordance with true pedagogical principles. It certainly seems to be the true theory to acquire a principle of the Latin grammar and then put it into practice, add another principle, and apply that in reading, etc., rather than the old method of storing the memory with the entire Latin grammar before beginning to read a Latin author. I must confess, however, that from my own observation I have sometimes queried whether this method makes more accurate scholars than the old method of mastering the grammar and then applying it to the reading of Latin authors.

In the very nature of the case, owing to the universal system of elementary schools and the establishment of the public high school we have seen a rapid growth of the higher education. Much of this is due to the establishment of the public high school in all parts of the country, a movement which began about half a century ago. Up to that time public sentiment had generally favored public schools of the elementary grade. The popular sentiment seemed to be that the higher education and the secondary schools which led to it must be paid for by those who would profit by these advantages. Gradually the people came to believe that secondary schools and even the higher education ought to be at the expense of the public. While those who patronize these schools would be directly benefited by them, yet the people came to accept

the truth that a large portion of the benefit would accrue to the public, and so the opinion finally prevailed that secondary schools,—that is, what we now know as high schools,—ought to be supported by taxation as well as the elementary grades. Indeed, in some of our western states, the opinion has prevailed that the state should support the colleges, and that tuition at the university should be free. A notable illustration of this kind is seen in the history of the University of Michigan.

The story of the establishment and growth of the public high school in Massachusetts is of great interest. “In 1821 **Public High Schools** Boston established the first free English High School in America.” In 1824 this school was called the English High School and so it has been called to the present day. In 1826 the Massachusetts Legislature enacted a law establishing the modern high school as a part of the public school system. By this law towns of five hundred families should employ a “master” to “instruct in United States history, bookkeeping, geometry, surveying, and algebra,” and in towns of four thousand inhabitants, a “master competent to instruct in Latin and Greek, history, rhetoric, and logic.” Before the year 1860, fifty high schools had been established in the Old Bay State, and in the next fifteen years ninety more were in operation. This was a grand forward movement in education. It practically closed many academies but it opened many more high schools where the boys could be fitted for college.

Thus the number of students entering college was greatly increased. New colleges were established. The curriculum was enlarged, as has already been mentioned, and the elective system prevailed. Within the last twenty years the number of students in the colleges of America has

increased rapidly. Institutions which forty years ago numbered two hundred students now have a thousand.

It is an interesting study for the student of the history of American education to inquire whether the principles of College pedagogy have been applied in the college Pedagogy courses as thoroughly as in the grades below. Surely there has been great improvement in the methods of scientific study and research, but it is a fair question to inquire whether at the present time too much of the college instruction is not given by the lecture system.

A remarkable improvement is manifest in the education of women. While free public schools were in operation in Education Boston from the middle of the seventeenth century yet the grammar schools were open only to boys until the year 1789. Gradually co-education prevailed through the grammar schools, and later through the high schools, but in my boyhood I never saw a woman who had received a college education. The first instance of the admission of women to the regular academic courses as candidates for a college degree was at Oberlin College, Ohio, in 1837. After Oberlin came Antioch College at Yellow Springs, Ohio, under Horace Mann, in 1853. The Friends School, which is now Earlham College, Indiana, was open to both sexes in 1846, and the Indiana State University, in 1867. Then came Swarthmore, the University of Missouri, Boston University, Michigan University in 1870, and Cornell in 1874. Other colleges have followed. In process of time Wellesley College, Smith College, Vassar College, and many others, for women only, have been established, and are well patronized. The young men may now look to their laurels. From present appearances it would seem

probable that before many years the *alumnae* may outnumber the *alumni*.

In all the lines of advancement and improvement connected with our system of education perhaps the greatest **Improved School Houses** has been in the construction of schoolhouses and the apparatus within them. Sixty and seventy years ago the country schoolhouses were usually placed on the edge of an open field at the forks of the road, with no shade trees, the walls within bare of maps, pictures, or ornaments, the windows without blinds or shades, the desks of soft pine, the seats ill-adapted and everything as plain and comfortless as possible. No maps, charts, globes, or other illustrative apparatus could be found in those ancient schoolhouses. How well I remember the schoolhouse in which I taught the district school in the springtime of the year 1849! I did secure some curtains for the windows on the south side of the room to keep out the glare of the sun, but those curtains were of white cotton cloth and "home-made."

I determined to make an effort to buy, through subscriptions and contributions, a set of outline maps to hang upon **Set of Outline Maps** the wall with which to illustrate geography. The set of maps would cost eight dollars. One liberal minded man offered to contribute a dollar. I was encouraged and proposed to add the second dollar. I was unable to get an additional dollar from anyone. However, by halves and quarters and dimes I finally secured the sum of seven dollars. Then I went to the richest man in the district, an old gentleman, who had several grandchildren in the school. I presented the case to him and asked for a contribution. I intimated to him indirectly that if he would contribute one dollar I should be able to secure the

maps. He told me that he would think about it. I urged an immediate decision, but I did not secure an immediate answer. It was in the afternoon, and getting near sunset. I continued to press the subject upon his attention. I discoursed earnestly upon the great advantage it would give his grandchildren. He wished me to call again, but I desired to have the matter settled now. Finally when it had become quite dark and fully time for the old gentleman to retire for the night, I successfully pressed him to a decision, and he promised to give me his contribution, the magnificent sum of twelve-and-a-half cents.

This is a story of the past. How the times have changed! Now in city and country the schoolhouses are **Wonderful** greatly improved. Indeed, in the cities all over **Changes** the country we have magnificent buildings of the finest architecture, the best methods of heating, careful attention to the subject of light, the most approved desks and seats which the market affords. In many cases, indeed quite generally, a chemical and physical laboratory, a room fitted for the drawing class, rooms especially arranged for the commercial department, conveniences for manual training, cooking, sewing, a gymnasium for physical exercise, and in some places other similar appliances. I must confess that I seldom find a schoolhouse properly ventilated. Indeed, ventilation seems to be one of the lost arts, if it has ever hitherto been found.

Sometimes it would seem that the cities vie with each other trying to outdo all competitors in the matter of **Extravagant** expensive school buildings, perhaps obliged to issue **School** bonds to pay the bills, and thus they lavish too **Houses** much money on new schoolhouses. If a country town erects a new high school building at an expense of

one hundred thousand dollars in a village where only a very few dwelling houses can be found which cost more than twenty-five thousand dollars; or if a city with a population of one hundred thousand builds a new high school which costs a half-million dollars, the question may seem a fair one whether in either case the outlay is in accordance with good judgment. Certain it is that the school-houses, large and small, in city and country, in the Atlantic States, the Mississippi valley, or on the Pacific slope, have been greatly improved within the last twenty-five years.

Our country is now passing through a great crisis. The increase in our productions has been enormous. The three **Growth of** leading articles produced are hay, corn, and cotton. **Country** The fourth in order is wheat. The amount of our exports has grown rapidly. The increase of population has been beyond all previous calculations. Business in many directions has drifted into the hands of wealthy corporations and trusts. We have lately been awakened to the evils growing out of unlawful and unjust methods employed by some of these trusts. The great increase in the amount of business done has been vastly larger than the amount of currency with which that business has been carried on. More laborers are needed in various parts of the country, especially in those lines which do not require to any great extent superior skill. This condition of affairs has been growing for many years.

The consequence has been a rapidly increasing influx into the country of laborers from the Old World. For sixty **Immigration** years and more immigrants by thousands have been coming to America from Ireland and Germany. In recent years, in addition to these, others are

constantly arriving from Canada, France, Portugal, the Azores, Italy, in fact, from all the nations of Europe. Long ago we were told that "Westward the course of empire takes its way." Now the migration is reversed and multitudes come to us across the Pacific from the Orient. In recent years this immigration has brought a million persons annually to our shores from the Old World.

In spite of this increase our population, on the average, is still sparse. The leading countries of Europe average more than two hundred and some of them more than three hundred to the square mile. The average of the entire land surface of our globe is nearly thirty per square mile, while the population of the United States of America, excluding our islands, is less than twenty-five per square mile. We have recently learned that "the great American desert," formerly supposed to be to all intents and purposes a barren country, can be made by irrigation exceedingly fertile. It is apparent that our progress as a nation has but just begun. We may expect this immigration to continue. At the present time it shows signs of increase rather than decrease.

But this condition of affairs has its serious aspect. It may be fraught with great danger. These immigrants come to us mostly from countries governed by despotism. Their views of government are totally un-American. Extreme differences are found among them in respect to language, social life, morals, and religion. Our fathers established a Republican government. They were at that time a homogeneous people. It seems necessary for the perpetuity of a Republic that the people should be homogeneous. We have in the United States today, from foreign lands, more than twenty

millions, including their children, one-quarter of the whole population. What a burden this places upon us! How can this heterogeneous people be molded into a harmonious and homogeneous whole? Political parties are unable to accomplish this task. Government itself cannot by compulsion do it. Social life, because the immigrants are so clannish and so segregate themselves, is powerless, and even the Christian churches appear to be unequal to the task. How, then, can it be done? For it must be done, otherwise we fall to pieces.

I have no misgivings as to the result. I believe that this entire foreign population is to be rapidly assimilated.

The Schools Almost in a single generation they will be thoroughly Americanized, and will make good citizens. Their progress, hitherto, has been greater than could have been expected. The power that is to accomplish this gigantic undertaking is our American system of education. In the schoolroom,—primary, grammar school, high school, or college, all the students sit side by side and find themselves on an equality. No rank, no caste, no distinctions of high and low, rich and poor, enter the schoolroom. These young people study the same lessons, recite to the same teacher, are subject to the same rules. There they learn what American equality means. If the son of the millionaire attempts to lord it over the Irish washerwoman's boy, the Irish lad resents the insult and gives the other boy a good thrashing at recess. The rich boy learns his place and respects his antagonist. Here is the basis for political equality. Here are taught the principles of our government. Here are the germs of political equality, and right here we shall find the salvation of our country.

I am thankful that I was born within the first third of the last century, and I am particularly grateful that my life has been continued into the first part of the present century. I have seen this country grow from a population of 12,850,000 to more than 80,000,000, and the number of states increase from twenty-four to forty-six.

It seems to me that no sane student of American history can be a pessimist. We need have no fear of the future. Evils will come. Difficulties will be met, but our American people, in my judgment, will be more and more a strong people, a moral people, a religious people, and ultimately the greatest success will crown the efforts of those distinguished statesmen who less than a century and a half ago established this republic.

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